REPORT RESUMES

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A COMPARISON OF TECHNIQUES FOR THE SOLUTION OF SIMILAR EDUCATIONAL-VOCATIONAL PROBLEMS OF DISADVANTAGED YOUTH IN GREAT BRITAIN AND THE UNITED STATES.

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THE PURPOSES OF THIS STUDY WERE TO DETERMINE WHETHER THE DISADVANTAGED ENGLISH-SPEAKING YOUTH OF THE BRITISH ISLES AND THE UNITED STATES HAVE SIMILAR IDENTIFIABLE EDUCATIONAL AND VOCATIONAL PROBLEMS AND WHETHER THE SOLUTIONS TO THESE PROBLEMS ARE APPLICABLE IN SIMILARLY DISADVANTAGED CULTURES. ADMINISTRATORS, TEACHERS, PUPIL PERSONNEL WORKERS, AND RANDOMLY SELECTED FACULTY IN NINE PAIRS OF MATCHED COMMUNITIES IN THE UNITED STATES AND THE BRITISH ISLES RANKED 22 PROBLEMS ON A CHECKLIST TO SHOW THEIR RELATIVE IMPORTANCE. IN FOLLOWUP INTERVIEWS THE RESPONDENTS DISCUSSED THE MOST FREQUENTLY CHECKED PROBLEMS. PUPILS FAILING TO WORK UP TO OR ACHIEVE NEAR THEIR CAPACITY WAS THE MOST SERIOUS PROBLEM IN BOTH COUNTRIES, BUT OTHERS OF CONCERN WERE THOSE RELATED TO PUPIL LACK OF INTEREST IN THE SCHOOL ACADEMIC PROGRAM, PUPIL HOME ENVIRONMENT, PUPIL BEHAVIOR OUT OF SCHOOL, AND LACK OF PARENTAL COOPERATION AND UNDERSTANDING. EDUCATORS OF THE TWO COUNTRIES DIFFERED TO A CONSIDERABLE DEGREE IN THEIR CONCERN OVER PROBLEMS RELATED TO SCHOOL DROPOUTS, PUPIL FAILURE TO ACQUIRE BASIC READING, WRITING, AND REASONING SKILLS, LACK OF INTEREST IN THE SCHOOL ACTIVITY PROGRAM, AND LACK OF POST-HIGH SCHOOL VOCATIONAL-TECHNICAL EDUCATIONAL OPPORTUNITIES. THE UNITED STATES EDUCATORS SAW SOME APPLICATION POTENTIAL IN ALL OF 14 SUGGESTED SOLUTIONS, AND THE BRITISH IN 10. THE SOLUTIONS CONCERNED--(1) SPECIAL CLASSES FOR POORLY MOTIVATED STUDENTS WITH ABILITY, (2) SPECIAL SCHOLARSHIP, CONTINUOUS PROCESS, JUNIOR HIGH READINESS, CULTURAL EXPERIENCE, YEAR-ROUND VOCATIONAL, CULTURALLY ENRICHED, SUMMER MOTIVATION, WORK STUDY, SLOW LEARNER, AND CAREER DEVELOPMENT PROGRAMS, (3) SOCIOMETRIC PLACEMENT, AND (4) GROUP COUNSELING. IT WAS CONCLUDED THAT THERE ARE PROBLEMS OF COMMON CONCERN TO BOTH COUNTRIES, AND SOLUTIONS FOUND IN ONE COUNTRY MAY BE APPLICABLE TO OTHER DISADVANTAGED CULTURES. IT WAS RECOMMENDED THAT A LARGE-SCALE INTERNATIONAL STUDY OF COMMON EDUCATIONAL-VOCATIONAL PROBLEMS AND RELATED SOLUTIONS BE UNDERTAKEN. THE RANKING, STATISTICAL ANALYSIS, CHECKLISTS, AND A BIBLIOGRAPHY ARE INCLUDED. (EM)

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REPORT OF

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October, 1967

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CHAPTER I. INTRODUCTION

A. PROBLEM:

Since educational systems beyond one's national boundaries suggest what is educationally possible, comparative studies are valuable in examining these possibilities. Anderson, writing in Education[1] (October, '63), states that "Every educator will find a study of our educational system in relation to other systems imperative. He will be oriented far better to bring about improvements in the American educational system and to cooperate intelligently in the improvement of education in other parts of the world." As pointed out in the Encyclopedia of Educational Research,[2] "Comparative education means the study and comparison of educational theory and practice in different countries for the purpose of broadening and deepening one's understandings of educational problems. It is, in a sense, a technique for attacking educational problems."

An educational problem of particular importance to our national growth and well-being is the providing of improved educational and vocational training and opportunities for our disadvantaged school youth. Frusco, writing in School Life,[3] points out that if the program and service of depressed area schools do not meet the needs of deprived children they become increasingly disillusioned and frustrated with the schools. Many drop out in hopes of work but they are not prepared to enter a labor market demanding increasingly higher skills--they find themselves among the unemployed and unemployables. This tragic waste of talents and abilities is now a matter of national concern since it is evident that the strength and vitality of our society depend upon each citizen's developing his potential. Frierson, writing in the April '65 issue of Education, points out that the needs of our disadvantaged youth are related to the educational objectives of our schools. Nor can schools exist in depressed or disadvantaged areas and not reflect these characteristics in their educational planning. As Conant states in Slums and Suburbs, "To attempt to divorce the school from the community is to engage in unrealistic thinking which might lead to policies that could wreak havoc with the school and lives of the children. The community and the school are inseparable."

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[1] Anderson, E. Dean, "Importance of Comparative Education", October, 1963.

[2] Eckelberry, R. H., [illegible], Encyclopedia of Educational Research, "Comparative Education," W. S. Monroe, editor, 1952, pp. 283-290.

[3] Frusco, Gene C., School Life, May, 1964.

This problem has also been a major concern of educational authorities in the British Isles, in general and certain of her economically depressed areas in particular. For example, the problems of equal educational opportunities for pupils of equal abilities regardless of socio-economic background, is discussed in the British Ministry of Education's publication Secondary Education for All. Eggertsen, Education in England, notes that the economic position of the British Isles demands a conscious effort to develop fully all the talent in the nation.

An investigation which would identify the problems in common of secondary schools (in the United States and Great Britain) whose enrollments include significant numbers of disadvantaged youth and the techniques these schools have employed in seeking the amelioration of such problems, could be of value to both cultures in seeking more effective solutions to these problems, or identifying common research areas. This publication reports such an investigation.

B. OBJECTIVES:

The purpose of this investigation was to test the hypotheses that (1) the disadvantaged English-speaking cultures of the British Isles and the United States will have similar identifiable youth educational-vocational problems and (2) that solutions found to these problems in one country or culture may be applicable to any similarly disadvantaged culture.

As a pilot study, a further objective was to test the feasibility of and possible procedures for a larger scale international study of common educational problems, especially of disadvantaged youth.

CHAPTER II. RELATED RESEARCH

3. RELATED RESEARCH:

In the development and execution of this project, particular attention was given to research (1) in the cross-cultural study of common educational problems between English speaking countries and (2) studies within Great Britain and the United States of educational-vocational problems with implications for disadvantaged youth.

The overwhelming majority of the cross-cultural studies have concentrated on problems related to academic achievement and teaching methodology. For example: Duncan[1] compared the teaching of arithmetic in the United States and New Zealand (1961) by administering both a standardized and a teacher-made test to 200 twelve-year-olds. The American pupils achieved slightly higher results and he concluded that the more meaningful teaching methods of the American teachers produced the better results in both computations and problem-solving.

Buswell[2] in 1958 reported that English pupils made significantly higher scores than California pupils of the same chronological age when using an adapted form of a British achievement test. Using the same British tests that Buswell used, Tracy[3] in 1959 reported that white eighth grade North Carolina pupils at the same stage (near completion) of arithmetic study as their British counterparts received approximately the same mean scores. Bogut[4] replicated Buswell's study in the elementary schools of St. Paul, Minnesota, and noted that the St. Paul students had lower means on the same computational, and higher and more comparable means with the British sample on the problem parts of the arithmetic achievement test. He, therefore, concluded that these scores reflected a meaningful approach to the teaching of arithmetic in American schools.

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[1] Duncan, E. R., "Teaching Arithmetic in the United States and New Zealand," Comparative Education Review, June '61, p. 59.

[2] Buswell, G. T., "Comparison of Achievement in Arithmetic in England and Central California," Arithmetic Teacher, February 58, p. 1-9.

[3] Tracy, N. H. "Comparisons of Test Results: North Carolina, California, and England," Arithmetic Teacher, October 59, p. 199-202.

William A. Brownell[5] in his, "Observations of Instruction in Lower-Grade Arithmetic in English and Scottish Schools," states his opinion that English and Scottish children in the first six grades are learning more arithmetic than are American children. He arrived at the conclusions that (1) we have seriously underestimated the attention span of school beginners; (2) likewise, we have seriously underrated the "readiness" of school beginners for systematic work in arithmetic; and (3) we can safely ask children in the lower grades to learn much more arithmetic than we are now asking them to learn.

In 1958, Pidgeon[6] compared the performance of eleven-year-old children from Australia and England and Wales on reading, arithmetic, and non-verbal ability tests. In each of these tests, it was found that the standard deviation of test scores obtained by the English and Welsh children was considerably greater than that of the Australian sample. It was "cautiously" concluded that the results might be due to differences in the methods and approach employed in teaching the different subjects and not to any overall differences in organizing classes by "streaming" or other methods.

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[4] Bogut, T. L., "Comparisons of Achievement in Arithmetic in England, California, and St. Paul", Arithmetic Teacher, March 59, p.87-94.

[5] Brownell, William A., "Instruction in Lower Grade Arithmetic in English and Scottish Schools", Education Digest, September 1960, p. 36.

[6] Pidgeon, D. A., "A Comparative Study of Basic Attainments," Educational Research, Vol. 1, No. 1, 1958.

Lloyd and Pidgeon[7] reported another investigation in 1961 in which a non-verbal test, standardized in England, was given to groups of African, European and Indian children in Natal, South Africa, revealed considerable lower standard deviations in that country. It was observed that the system of class organization employed in Natal meant that "no child can proceed from one class to another unless he can pass the examination set for that class. Such a system inevitably has repercussions on the methods of teaching employed and the concern of a teacher in Natal is to get as many through the examination as possible, since too many failures might reflect on his efficiency. This leads to mass methods of teaching and to a complete lack of recognition of individual differences." It might be mentioned here that the very opposite occurs in England. Teachers are trained to recognize individual differences and to adjust their teaching accordingly, and indeed, the system of streaming is a further aid to this end. The system employed in Natal is used with all ethnic groups but "its effect is more pronounced with the African and Indian children in view of their larger school classes." The results reported reflected this, in that the standard deviations tended to be smaller with these groups, particularly with the African children.

Comparative studies have also been conducted in other related areas of education. Mitchell[8] (1962) compared the concept and development of guidance programs in the United States and thirteen European-Mediterranean countries. She concluded that pupil guidance was beginning to be recognized as an educational technique for meeting certain societal needs resulting from changing educational, family, and economic characteristics in these countries. At this point, it appeared to closely parallel the early stages of its development in the United States, being oriented towards vocational direction and psychological testing. In a later study, Mitchell[9] (1964) compared the organizational structures and provisions for pupil personnel services in selected school systems of the United States, England, Scotland, and Northern Ireland. Among the comparisons noted are:

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[7] Lloyd, F. and Pidgeon, D. A., "An Investigation Into the Effects of Coaching on Non-Verbal Test Material with European, Indian, and African Children," British Journal of Educational Psychology, 31, 145-151.

[8] Mitchell, Marianne, H., "A Survey of Guidance Activities in Selected Foreign Countries," (unpublished Masters project) University of Toledo, 1962.

(1) The school pupil personnel specialists more frequently are members of a unit staff (county, district, etc.) than of a specific school faculty in the British Isles.

(2) In the United States, such workers were usually employed by school systems only, whereas in the United Kingdom, they were often employed through other governmental, county, or educational agencies.

(3) Guidance counselors were "non-existent" in the school systems surveyed in the British Isles.

During the period 1952-57, Anderson, Anderson, Cohen, and Muth conducted a study evaluating the image of the teacher by adolescent children in four countries: Germany, England, Mexico, and the United States. It was concluded that children's image of teachers is a function of cultural pattern.

Studies of teachers and teacher education have also been conducted.

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[9] Mitchell, Marianne, H., "A Comparison of Pupil Personnel Services in Selected School Systems of the United States, England, Scotland, and Northern Ireland," (unpublished Doctoral dissertation) University of Toledo, 1964.

Rempel[10] reported a study comparing the relative status of the United States and Canadian teachers. He reported salaries for high school teachers are a little higher in Canada than in the United States, on the average, but salaries for elementary school teachers are higher in the United States. However, these differentials can largely be attributed to differences in certification requirements in the two countries. The salary discrepancies tend to disappear when salary schedules are compared and levels of preparation and experience are equated. College and university salaries are somewhat higher, on the average, in Canada. In 1948 in both countries, teacher salaries were approximately equivalent to the earnings of all persons working for wages and salaries.

Anderson[11] and others reported (1963) a study entitled "Comparisons of the Reading and Spelling Achievement and Quality of Handwriting of Groups of Scottish and American Children" which gives the results of an investigation to obtain evidence of the different educational practices in Scotland and the United States. Samples of the school populations were taken in West Lothian; Jackson, Michigan; and Pinellas County, Florida, at ages seven, eleven, and fourteen years. Tests in handwriting, spelling, oral reading, paragraph and word meaning were administered to each group, and the results compared. At age seven the Scottish children were found to have a higher standard of attainment on all tests. At age eleven much the same results were found; however, at age fourteen, the American students were significantly higher in the paragraph and word meaning tests. As the tests were of American origin it was possible to compare the achievement of the Scottish pupils with the American norms.

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[10] Rempel, A. M., "The Relative Status of United States and Canadian Teachers," Phi Delta Kappan, April, 1961, Pp. 296-301.

[11] Anderson, Irving H., Comparisons of the Reading and Spelling Achievement and Quality of Handwriting of Groups of English, Scottish, and American Children, Cooperative Research Project No. 1903, The University of Michigan, 1963

Several other comparisons have been made utilizing test norms of one nationally developed test for comparing with the achievement of another national group. In 1950 Taylor[12] administered the Metropolitan Readiness Tests to pupils in Fife and Edinburgh, Scotland. These pupils achieved a mean age score approximately 1 year, 2 months above the American norm for their age-ability group. Scholl conducted two studies of this nature. In the first[13] (1960), she administered the paragraph meaning, word meaning, and spelling subtests of the Stanford Achievement battery, were administered to groups of English children, age 7, 9, 11, and 13. The English pupils performed above the norms on all tests at all ages except the paragraph meaning test where they excelled at age 7 only. Her second study investigated the performance of American children, ages 7, 9, and 11, on the Survey Reading Tests of the National Foundation for Educational Research in England and Wales and the Schonell Spelling Test. The samples tested fell below the English norms at all ages.

Dickson, Prediger, Wiersma[14], and others recently concluded a study comparing "The Characteristics of Teacher Education Students in the British Isles and the United States." The principal purpose of this study was to determine: (1) teacher attitude and personality characteristics; (2) general educational preparation; (3) professional education knowledge; and (4) general intelligence or pre-service teacher education students in both countries. Emphasis was placed upon examining the products of the teacher education programs at various stages in their training.

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[12] Taylor, Christian D., "The Effect of Training on Reading Readiness, Studies in Reading, Vol. 2, London: University of London Press, Ltd., 1950.

[13] Scholl, Geraldine T., The Reading and Spelling Achievement of a Group of English Children as Judged by The Standards on an American Achievement Test, unpublished Doctoral dissertation, University of Michigan, 1960.

[14] Dickson, G. E., et. al, "The Characteristics of Teacher Education Students in the British Isles and the United States," U.S.O.E. Coop. Research Project, 1964-65.

"A Comparative Study of the Academic Achievement of Elementary Age Students of the United States and the British Isles: was concluded by Gibson[15] and others in 1965. This study compared the academic achievement of British and United States' pupils in the subject matter areas of arithmetic, reading, and English-usage in grades one through six. This study differed from previous investigations of achievement not only because it compared pupil attainment on a continuum from grades one through six, but also because it compared them by ability groupings. Further, the pupils in the study were selected from communities of near similar socio-economic characteristics. Among the significant findings of this study were: (1) in all subject matter areas and categories, as might be anticipated, the British pupils were at a higher level of achievement at the conclusion of the first grade. Further, the British pupils achieved higher scores in nearly all subject matter areas and categories, in grades one through four. However, by grades five and six, United States' pupils were achieving at approximately the same level on the reading tests and at higher levels on most of the English-usage tests. (2) On a comparative basis, the British pupils were strongest in arithmetic and the United States' pupils in English usage. (3) While differences in achievement by ability groupings did occur, as anticipated, the margin between high ability and average ability groupings was greater for the British sample.

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[15] Gibson, Robert L., et. al., "A Comparative Study of the Academic Achievement of Elementary Age Students of the United States and the British Isles," U.S.O.E. Coop. Research Project 2177, 1963-65.

Vredevoe[16] studied the problem of student discipline in the United States in other countries and reported that discipline was affected by several factors. He suggested that since the high school diploma is important in gaining employment many students that would ordinarily drop out of school stay. These are the less interested students that become discipline problems. Coupled to the increasing size of schools and the general authority rebellion among young people, discipline seems to be a universal concern. In fact both at home and abroad school discipline was a chief concern in 95% of the visited schools and among 98% of the teachers interviewed.

It was found that school discipline in different countries is in part related to the administrative organization, compulsory school attendance, and the cultural patterns. Some of the major implications of this were--(1) Separation of sexes do not solve problems of school discipline but create new ones in place of the old. The sex of the teacher gives no clear superiority in discipline. (2) When education becomes a privilege, discipline is easier; compulsory school attendance hurts this. (3) The attitude of the community with its religious and legal limits sets the tone for school discipline. (4) School organization for special groups (trade, industrial, commercial, etc.) has similar effects as social status in developing discipline attitudes in students.

Remmers[17] studied and compared teen-agers' problems in the United States,

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[16] Vredevoe, Lawrence E., School discipline; third report on a study of students and school discipline in the United States and other countries., _Nat. Assn. Sec. Sch. Prin. Bul._, 49:299, pp. 215-226.

[17] Remmers, H. H., "Cross-Cultural Studies of Teen-agers' Problems," _Journal of Educational Psychology_, 53.6, pp. 254-261.

Puerto Rico, Germany, and India. Major conclusions were (1) Teen-agers' self-perceived problems can be comparably measured across widely different cultures. (2) The high internal consistency co-efficients indicate the measuring instrument, SRA Youth Inventory, was reliable. (3) There is a high degree of similarity of ranking of problem areas across cultures. (4) Health problems for teen-agers of different cultures are of minimal concern. (5) Post high school problems tend to be of major concern. (6) While the relative rankings of problem areas are highly correlated, the amount and intensity of worry vary greatly across cultures.

Ketcham[18] discusses common educational problems in the two countries as not arising from the very different educational organization and practice but developing from common philosophical and social ideologies. Three problems are of principle concern. The first of these centers around the worth of using homogeneous grouping in elementary and secondary schools to increase academic achievement.

The second common problem discussed is whether compulsory education for all should be extended to age 18. The present curriculum in both countries may be failing to meet the needs of adolescents in many areas; this must be considered along with the labor market's demand for more education.

The third problem is concerned with who should go to college. The British Education System send 5% of its students to college while the U. S. sends 30% of its students. These numbers are reported inadequate for each nation's need for college graduates.

In recent years, increasing attention has been given to disadvantaged youth in the study of common educational problems. Studies such as those conducted by Havighurst and his associates in the United States (1962), are examples. One such nine year action research program longitudinally studied a group of boys and girls in a midwest community from age 11 to 20. Among their findings, it was noted that drop-outs tended to live in lower social class areas and that the highest ratio of juvenile delinquents came from families in the lowest economic quarter of the population. Previously (1961), Conant[19] had stated that employment opportunities are clearly important in the solution of juvenile delinquency in our big city slum areas. In this regard, he pointed out that in one big city slum area even 48 per cent of the boys, ages 16-21, who graduated from high school were unemployed. He recommended educational experiences to fit subsequent employment opportunities and more follow-up studies of youth from time of school leaving until 21 years of age. Similarly, King and Gresom[20] (1964) reported studies of youth in the Boston "melting pot" area which had the highest juvenile crime rate in the city. They cited the failure of youth from this environment to identify worthwhile goals while in school or after leaving. They recommended that schools develop programs geared to the needs of youth based on an assessment of the political, social, cultural, and economic structure of the communities. Gibson, Higgins, and others,[21] studied pupil classroom behavior problems in the public schools of West Virginia (1959) and noted a greater frequency of incidents by pupils from lower socio-economic environments.

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[18] Ketcham, Warren A., "Education Problems Common to Great Britain and the United States," Ed. Digest, 27:4, pp. 34-37.

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[19] Conant, James B., Slums and Suburbs, McGraw-Hill, New York, New York, 1961.

[20] King, Melvin H. and Grisom, Gladys, "The Urban Adolescent," Journal of Education, April, 1964.

[21] Gibson, Robert L., et.al., Solving Pupil Behavior Problems, West Virginia Education Association, Rose City Press, Charleston, West Virginia, 1959.

Bloom (1964) cited evidence that pupils from deprived and privileged environments will reveal a cumulative effect of environmental influences during their first 17 years of 20 "I.Q." points.

Drop-out studies have been a regular and prolific feature on the educational research scene since Thorndike's studies of school leavers in 23 major cities of 1900-04, 1908-09, 1913-14, 1918-19, 1923-24, and 1928-29. While studies over the first 60 years of this century show a significant increase in the holding power of the school, nine studies analyzed by Warner[22] for the United States Department of Health, Education, and Welfare (1963-64), estimated an enormous potential loss to our society in this generation which may well be the most devastating of the century. He estimated that in the 1960's, 826,000 pupils with the potential to complete a college program will drop out of school; that another 3,750,000 students will leave school before graduation who are potentially able to complete post-high school vocational-technical programs; 2,925,000 with I.Q.'s under 90 will drop out of school with little or no vocational preparation and few training programs open to them. It should be noted that drop-out studies indicate a historic and continuing relationship between leaving school and socio-economic deprivation. Statewise studies conducted by Departments of Education in Ohio (1962)[23], Wisconsin (1963)[24], and New York (1963)[25] noted similarly that the problem was most acute in lower socio-economic areas. Staff members of this project, Gibson, Higgins and Mitchell[26] conducted a follow-up study of able secondary school leavers (1963-64), and found the majority of these students were from lower socio-economic homes and that only 25 per cent had been employed regularly since withdrawal.

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[22] Warner, O. Ray, "The Scholastic Ability of School Dropouts," in Selected Reports and Statistics on School Dropouts, (U.S. Department of Health, Education, and Welfare, Office of Education) No. OE.-20063, reprint from School Life, December, 1963, and January-February, 1964.

[23] Nachman, Leonard R., Getson, Russell F., and Odgers, John G., Pilot Study of Ohio High School Drop Outs 1961-1962 (State Department of Education, Division of Research and Division of Guidance and Testing, Columbus, Ohio: February, 1963), p. 2.

[24] Wisconsin Governors Committee, The Dropout in Wisconsin, A Report on Children and Youth, Madison, Wisconsin, 1963.

Attention has also been directed to studies of school problems related to disadvantaged youth in the British Isles. Vernon[27] recently (1965) reported the preliminary findings of his study, "Environmental Handicaps and Intellectual Development." This study sought to relate the development or retardation of abilities with assessments of environment, both within and between contrasting cultures. Douglas and Ross, investigating the effects of excessive absences on subsequent primary school performances (1965), noted that pupils with poor attendance records first years, but good attendance later, were able to make up academic deficiences except those from lower manual working class homes or those in schools in "poorer" environments. Dell[28] investigated socio-economic factors and school influences in delinquency for the Belfast (Northern Ireland) education authority in 1963, and found that several school factors were related to the incidence of delinquency. In the school system, the unreorganized primary school pupils of secondary age had the highest rate of delinquency while the secondary grammar schools had the lowest. The high delinquency schools generally had lower standards of attainment and were the small schools in the older parts of the city where the socio-economic conditions were low.

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[25] University of the State of New York, The State Education Department, and the Bureau of Guidance, Reducing the School Dropout Rate--A Report on the Holding Power Project, Albany, 1963.

[26] Gibson, Robert L., et. al., The High School Dropout, University of Toledo, Toledo, Ohio, 1965.

[27] Vernon, P. E., Environmental Handicaps and intellectual development, Brit. of Education Psychology, 1965, p. 35.

[28] Dell, G. A., Social Factors and school influence in juvenile delinquency; an analysis of police cases in the Belfast Juvenile Court, July, 1961 to June, 1962. British Journal of Educational Psychology. 33:312-22, 1963.

High poverty and high delinquency were strongly associated. This particular study found a relationship between school quality and delinquency, but this was not strong enough to counteract the conditions of the area. The concluding recommendations called for research and the use of model schools in socially declining areas. It was hoped that planned study of such model schools with a good faculty and program could further clarify the role of the school in educating the disadvantaged student.

Curry and others reported a series of studies (1962), identifying socio-economic status with scholastic achievement. Wiseman also studied the effects of environment on education and reported (1964), that the distribution of retarded pupils in reading and arithmetic corresponded with socio-economic background.

As in the United States, there has been a proliferation of school leaver studies in the British Isles. Perhaps the most significant were those comprising the special report of the Ministry of Education's Central Advisory Council (1959), and the report of the Committee on Youth Service in England and Wales (1960). Those reported studies of home background and other factors affecting age of school leaving plus follow-up studies including employment records of school leavers. Leaving at 14 years of age was reported as a part of the working class social structure, with 72 per cent leaving school before 15. Concern was expressed over the early school leaving of boys with I.Q.'s of over 120 from manual labor homes. Of this group, 44 per cent dropped out of school at 16 years of age, 19 per cent during their fifth year, and 12 per cent at 13 years of age or less.

McIntosh (1959) reported his investigations and concern over the educational wastage of able students in a Scottish county which was losing its traditional industries. He reported twice as many able girls as boys drop out. Among the factors which caused the able pupils in his study to leave school were adverse home conditions, defective character qualities, lack of interest in the type of secondary education provided, and attractions of possible employment and evening leisure. He suggested as a counteraction, a reconsideration of secondary education programs.

CHAPTER III. EDUCATIONAL STRUCTURE IN THE UNITED STATES AND THE BRITISH ISLES

A. Broad General Administrative Structure of Education

In order to understand the educational setting in which the academic achievement of elementary age pupils were measured, it seems desirable to include some minimal background descriptions. This chapter, therefore, presents a broad overview--not intended as a comprehensive review--of the general administrative structure of education in both nations as well as the organizational patterns commonly found in each of the participating countries.

(1) U. S. A.

In the United States, the state is the governmental unit which is responsible for the development and general control of systems of public schools; however, the states do not actually operate the schools. Even though the state is regarded as the legally responsible agency for the development of the school system, the state legislatures have created school districts and have delegated to them full power to operate the public school system within their respective jurisdictions. Within each school district there is a board of education ordinarily composed of three, five or seven members, who are elected to their positions by the citizens of their respective educational communities. This administrative structure allows the people to actively participate in school matters at the local school district level. The people in the United States hold very zealously to their local schools and to their rights as citizens to participate in decisions about what the schools shall do. The legal power conferred upon local boards of education reflects America's firm conviction of the advantages of local government. This local delegation of power is also an expression of one of the basic assumptions of the country: that a well-informed citizenry, utilizing democratic processes, can make good decisions.[1]

These boards of education, in turn, ordinarily employ a superintendent of schools, to serve as their chief executive and professional adviser. The superintendent of schools within a school district can be defined as the chief administrative officer of the administrative unit which operates public schools. He is directly responsible to a local board of education, and is the executive officer of the local board of education. Working under the superintendent within the central unit of a school district, there may be many categories of assistant superintendents and other top-level administrative personnel.

Each school within a district has a principal whose basic responsibility is to direct the educational program of the school which he heads. Depending on the size of the institution, a principal may have, serving directly under him, one or more assistant or vice-principals, as well as other supervisory, pupil personnel, or administrative personnel who are dedicated to working with the instructional staff and pupils in their respective schools.

In Figure 1, the general administrative structure of education which is typically found in the United States has been drawn.

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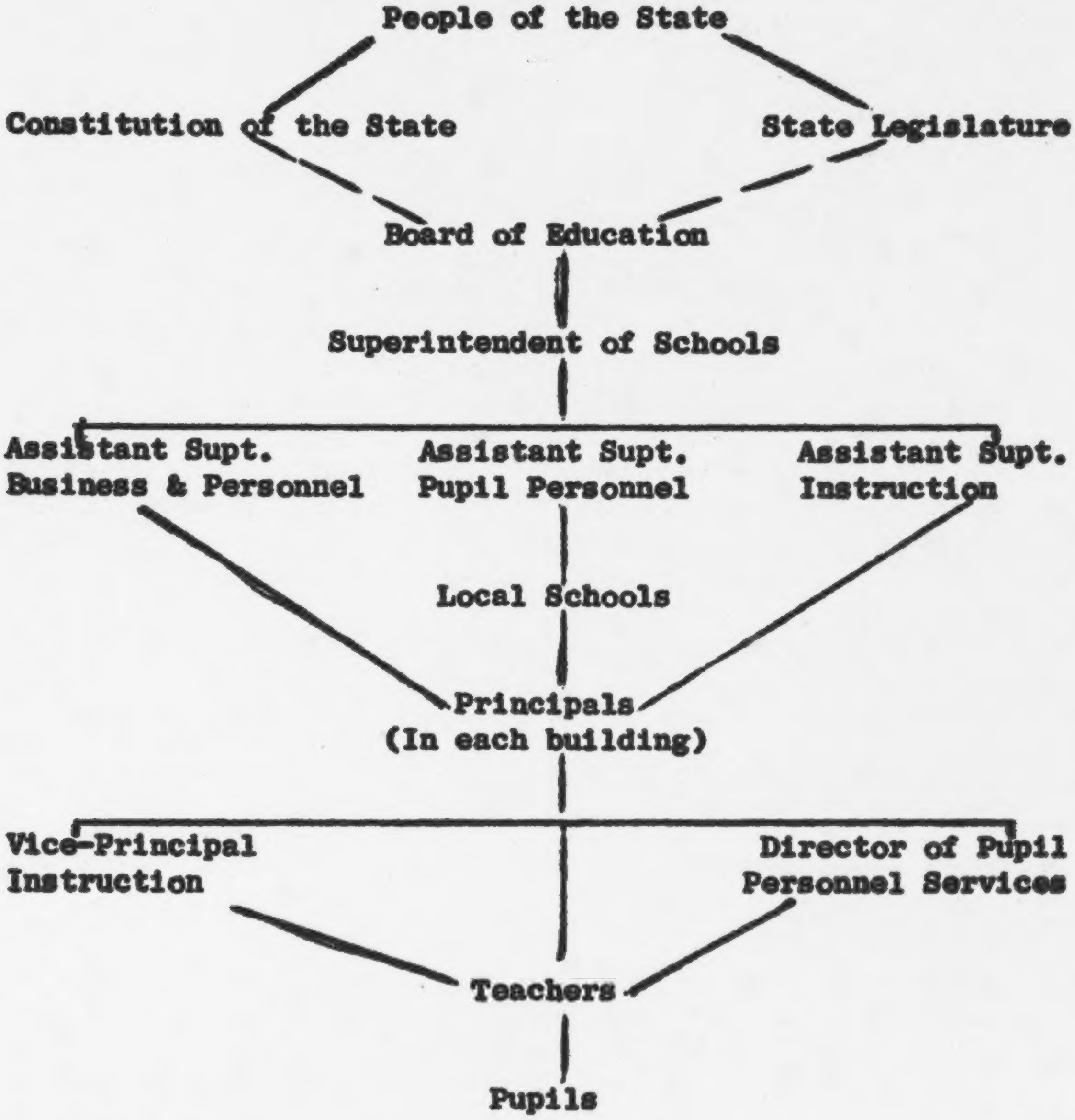
[1] Campbell, Roald F., Corbally, John F., Jr., and Ramseyer, John, Introduction to Educational Administration (Boston: Allyn and Bacon, Inc., 1958), p. 36.

Figure 1.

Diagram of General Administrative Structure of Education in the United States


People of the State
Constitution of the State
State Legislature
Board of Education
Superintendent of Schools
Assistant Supt. Business & Personnel
Assistant Supt. Pupil Personnel
Assistant Supt. Instruction
Local Schools
Principals (In each building)
Vice-Principal Instruction
Director of Pupil Personnel Services
Teachers
Pupils

(2) Great Britain

Before noting the pattern of educational administrative structure in the United Kingdom, it must be recognized that the United Kingdom consists of four distinct and separate countries: England, Wales, Scotland, and Northern Ireland. Because the historical and religious development of these separate countries has been different and because each possesses a cultural heritage of which it is proud, separate educational systems have come into being with very real traditions and characteristics of their own. Administratively, England and Wales comprise one educational administrative unit with Scotland and Northern Ireland each having separate units also. For example, the Department of Education and Science (formerly Ministry of Education) in London has no authority in Scotland, where the Scottish Education Department is the appropriate department. Similiarly in Northern Ireland, the educational authority is its own Ministry of Education. Diversity and variety of approach are probably among the most striking features of British education, for not only are there the broad divisions based on national and cultural differences, but there are also many regional and local variations reflecting local traditions and preferences.

Other notable features of British education are the prominent part played by voluntary organizations and the degree of decentralization of administration.

The national goal is not only equal opportunity for education, but also equal opportunity for whatever type of education is most suited to a pupil's particular needs. The implementation of this aim on the local level may vary; for example, in Scotland and Wales, in line with regional sentiment, implementation varies, just as the Education Acts expressing this ideal vary in the two countries. This unity of endeavor coupled with a decentralized administration and diversity of approach is only made possible by a long tradition of cooperation and partnership between central government and local authorities, between local authorities and voluntary organizations, and between voluntary organizations and central government.[2]

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[2] Great Britain, British Information Services, Reference Division, I.D. 606 (Revised), August, 1960, Education in Great Britain: An Outline of the Educational System, p. 1.

The central authority for education in England and Wales is the Department of Education and Science (formerly the Ministry for Education.) The Secretary of State for Education and Science (formerly Minister of Education) has effective power to assure the development of a national policy for education. The staff of the Department of Education and Science consists of a body of permanent civil servants with a Secretary of State for Education and Science at their head. The staff is divided into the headquarters administrative officers, and inspectors, whose work lies mostly in the areas of the Local Education Authorities. The work of the inspectors in England and Wales is, briefly, as follows: 1) to inspect and report on the efficiency of schools; 2) to serve as local representatives of the Secretary in administrative matters; and 3) to act as the expert advisers of the Secretary in matters of educational theory and practice.[3]

In England and Wales there are 146 Local Education Authorities (L.E.A.'s). These consist of the Councils of sixty-two counties, eighty-three county boroughs, and one joint board representing the area of a county and borough combined. The Councils are local government bodies, locally elected, which are concerned with many services other than education. Each Council must establish an education committee, to which it entrusts its educational work. The majority of the committee members must be Council members, but the committee must also include other people experienced in the field of education.[4]

In Scotland, the Secretary of State for Scotland is responsible to Parliament for the administration of the Scottish Education Department. This Department has an administrative staff and Inspectorate, similar to that in England and Wales. An Advisory Council on Education in Scotland reports to and advises the Secretary of State on educational matters. There are thirty-five Education Authorities, similar to the Local Education Authorities in England and Wales, who are responsible for the local provision of education.[5]

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[3] Ibid., p. 7.

[4] Ibid., p. 8.

In Northern Ireland, the Central Authority for education is the Ministry of Education. The councils of each of the six counties and of the two county boroughs are the Local Education Authorities for their areas.[6]

In the United Kingdom the Local Education Authorities, (L.E.A.'s), are county councils and county borough councils. The Councils are local government bodies, locally elected, which are concerned with many services other than education. Each Council must establish an education, to which it entrusts its educational work. The majority of the committee members must be Council members, but the committee must also include other people experienced in the field of education.

Each "L.E.A." is responsible for seeing that there is a full range of educational opportunity, through all the three stages of primary, secondary, and further education, according to the terms of the Education Act of 1944. However, where some of the county units are likely to be too large to keep in close touch with local circumstances, provision is made for them to delegate certain functions, in respect of primary and secondary education, to specially constituted "divisional executives" which are not normally responsible for an area with a population of less than 60,000.

Figures 2, 3, and 4 diagram the general administrative structure of education in England, Scotland, and Northern Ireland respectively. As can be noted in the charts, the structure is similar in the three countries.

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[5] Ibid., p. 26.

[6] Ibid., p. 29.

Figure 2.

Diagram of General Administrative Structure of Education in England

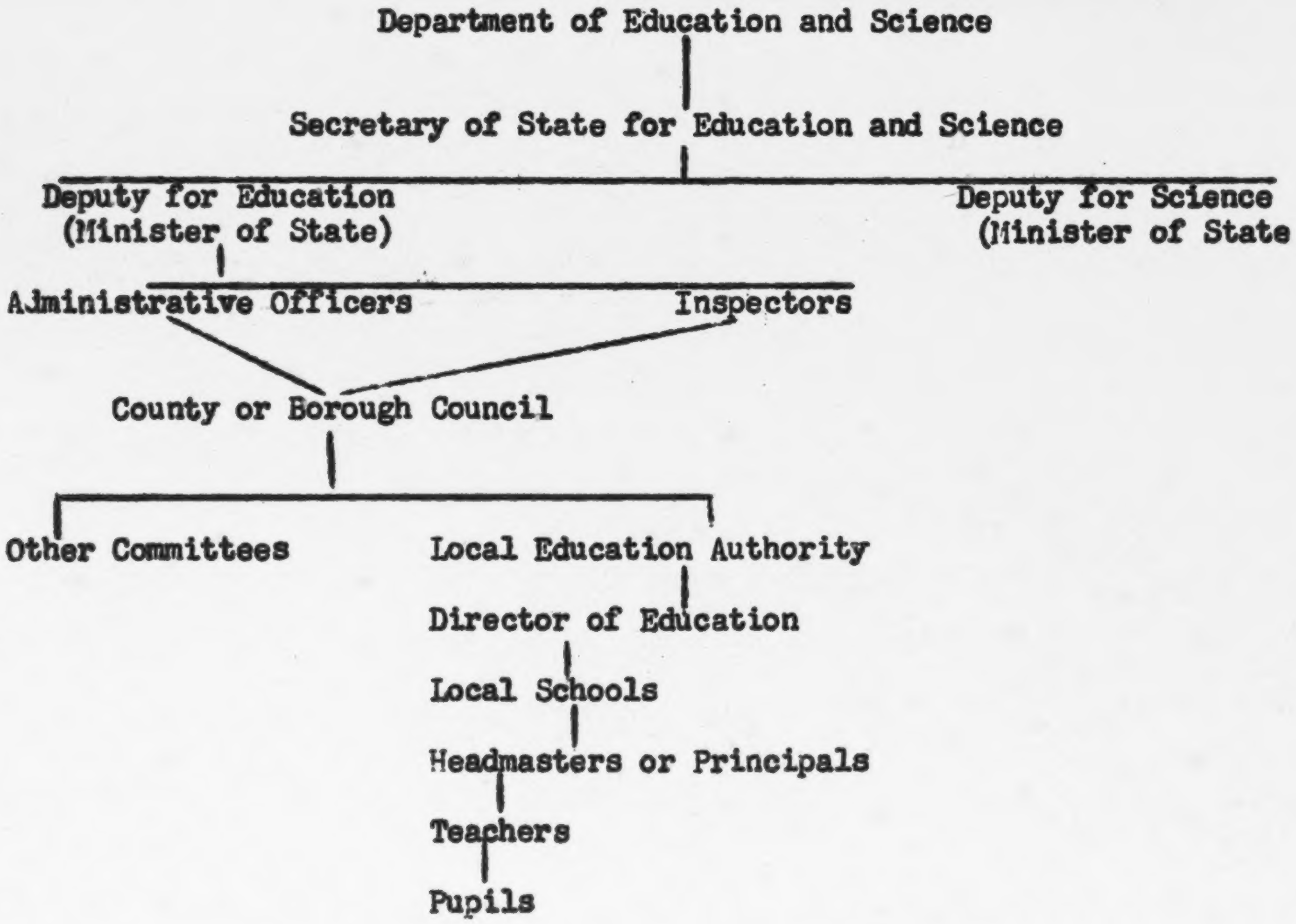

Department of Education and Science
Secretary of State for Education and Science
Deputy for Education (Minister of State)
Deputy for Science (Minister of State
Administrative Officers
Inspectors
County or Borough Council
Other Committees
Local Education Authority
Director of Education
Local Schools
Headmasters or Principals
Teachers
Pupils

Figure 3.

Diagram of General Administrative Structure of Education in Scotland

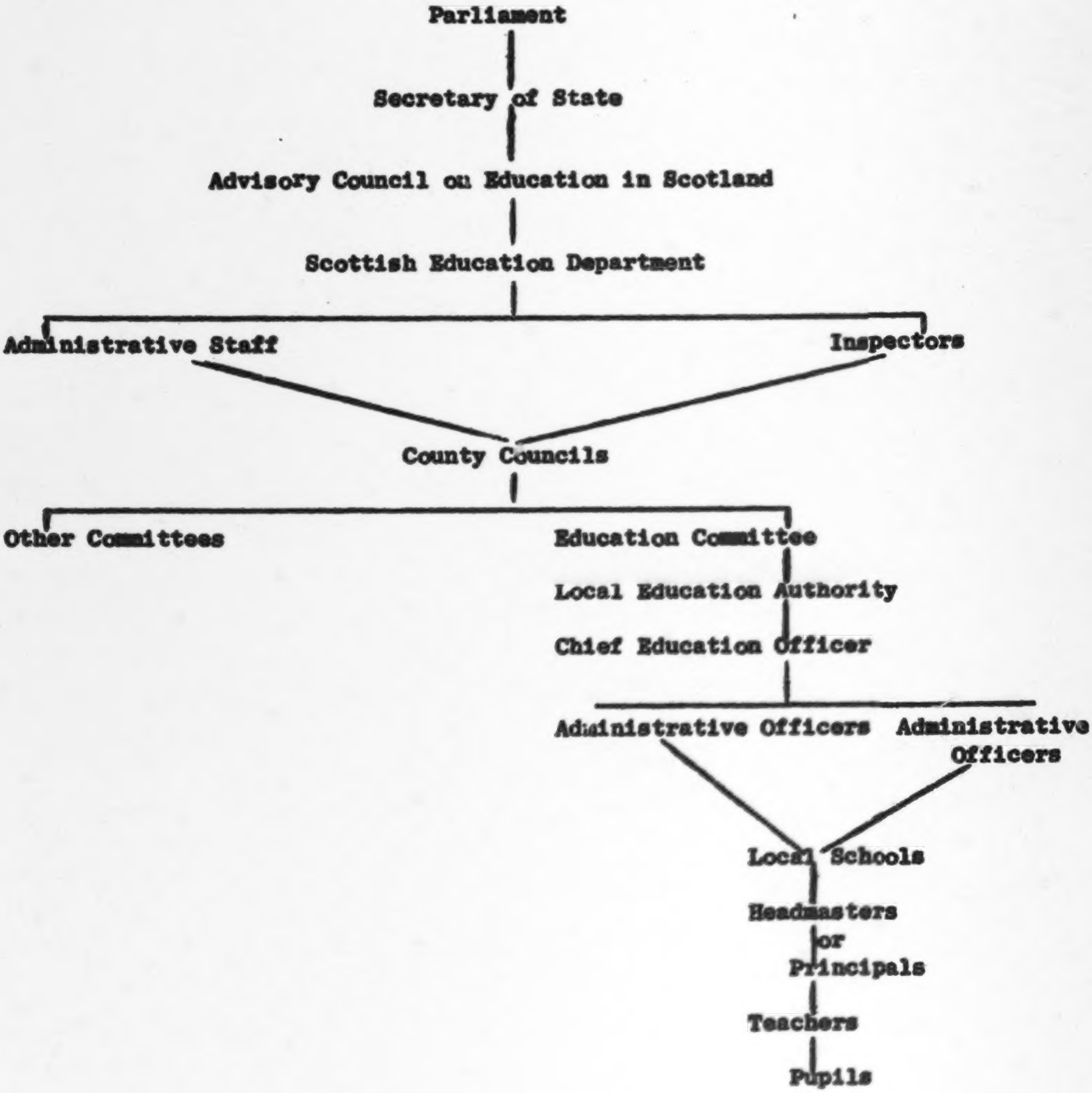
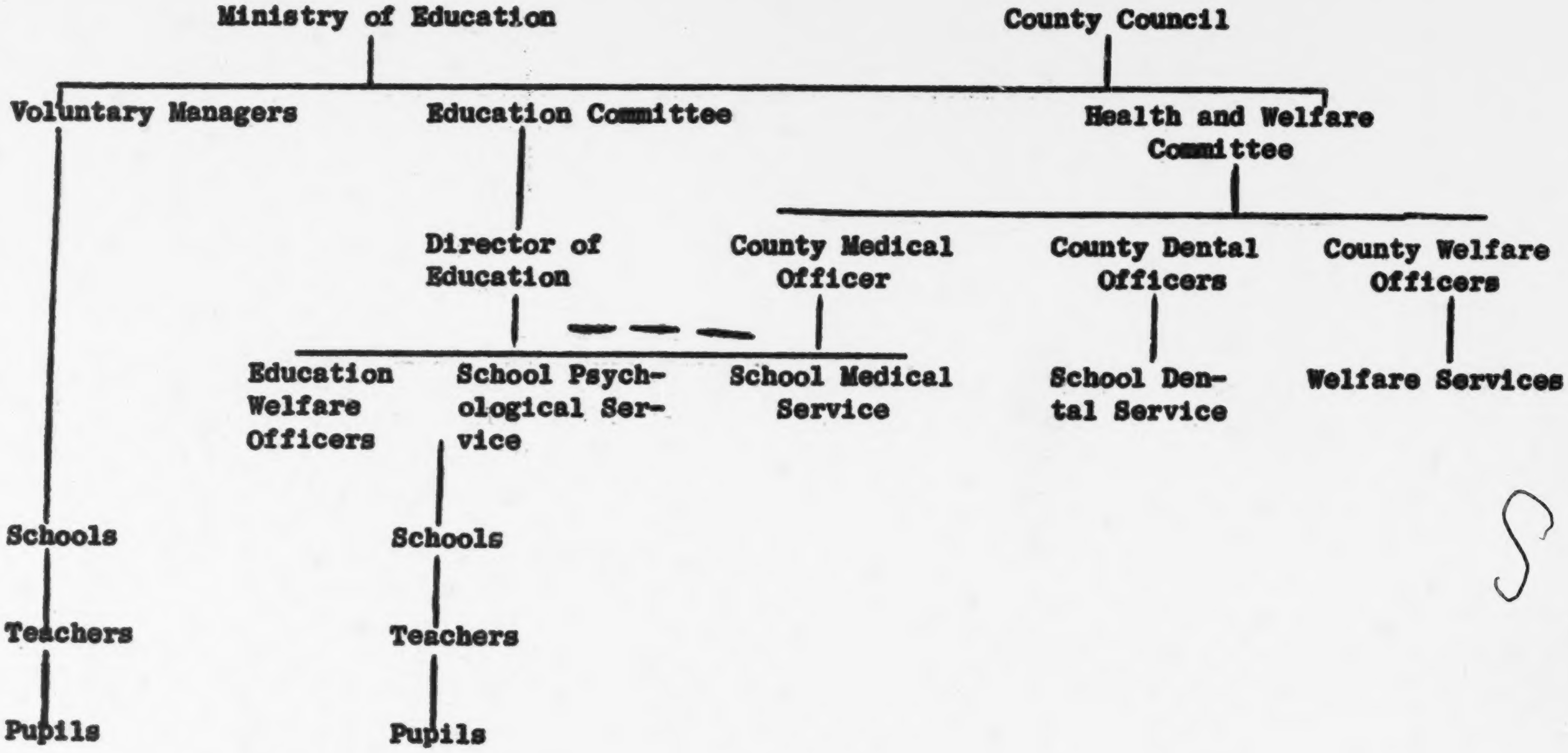

Parliament
Secretary of State
Advisory Council on Education in Scotland
Scottish Education Department
Administrative Staff
Inspectors
County Councils
Other Committees
Education Committee
Local Education Authority
Chief Education Officer
Administrative Officers
Administrative Officers
Local Schools
Headmasters or Principals
Teachers
Pupils

Figure 4.

Diagram of General Administrative Structure of Education in Northern Ireland


Ministry of Education
County Council
Voluntary Managers
Education Committee
Health and Welfare Committee
Director of Education
County Medical Officer
County Dental Officers
County Welfare Officers
Education Welfare Officers
School Psychological Service
School Medical Service
School Dental Service
Welfare Services
Schools
Teachers
Pupils
Schools
Teachers
Pupils

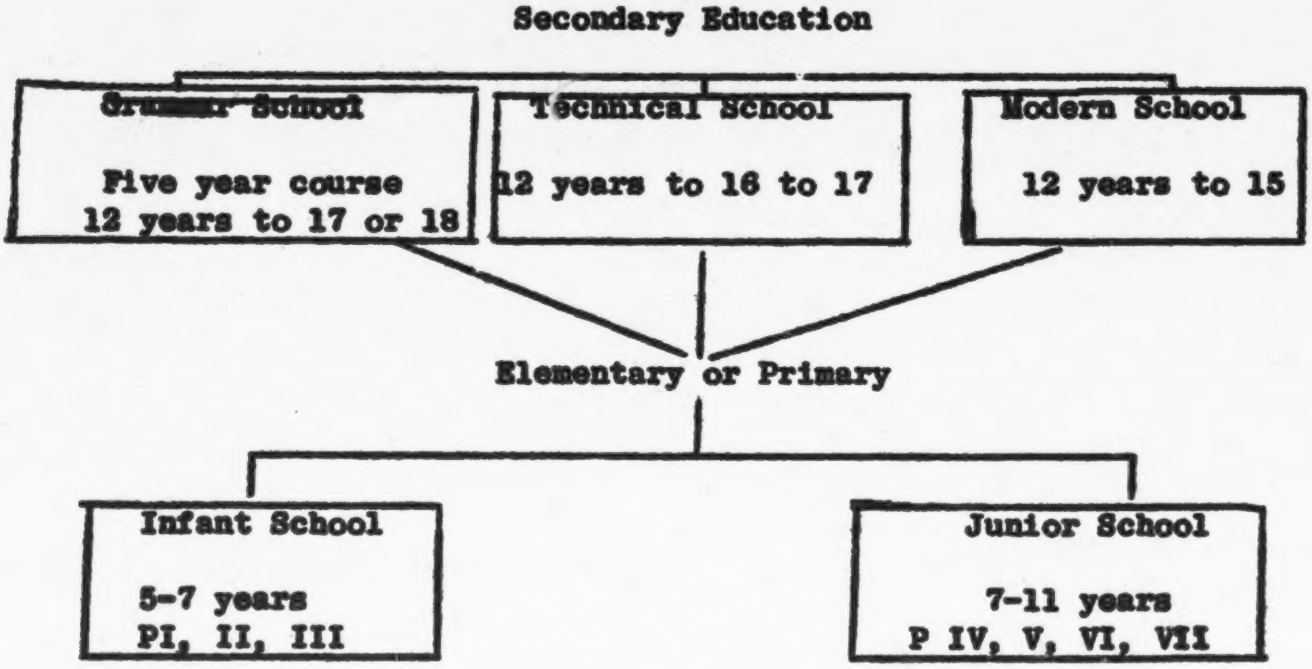
B. Broad Organizational Structures of Education

Elementary education is commonly understood as the first six grades in the United States. In Great Britain elementary education is most frequently organized for age groups six through eleven and labeled P II - P VII (Primary two through primary seven). In this study, elementary education refers to these designated levels of education. Secondary education refers to schooling which occurs after the first six years of formal schooling up to the approximate age of eighteen. In Great Britain elementary education is organized into infant schools (ages five through seven), and junior schools(ages five through seven), and junior schools (ages seven to eleven). Secondary education consists of grammar schools, modern schools and technical schools. This structure of organization may be noted in Figure 5.

Figure 5.

An Example of an

Organizational Structure For Education in The United Kingdom


Secondary Education
Grammar School
Five year course
12 years to 17 or 18
Technical School
12 years to 16 to 17
Modern School
12 years to 15
Elementary or Primary
Infant School
5-7 years
PI, II, III
Junior School
7-11 years
P IV, V, VI, VII

In Great Britain, as in the United States, all pupils follow the same academic pattern in the infant and junior schools. However, provisions are made in many schools for the equivalent of American homogeneous grouping through the practice referred to as streaming - placing students in "tracks" according to their academic ability and achievement.

The grammar school has a largely academic curriculum. "Secondary Modern" schools give a general practical non-academic type of education to children up to and occasionally beyond the school leaving age (fifteen). The curriculum of the technical school in later years is related to industrial, commercial, or agricultural occupations.

In the United States, there are commonly two patterns of educational organization: the eight-four plan, and the six-three-three- plan. The eight-four plan is composed of eight years in the elementary school, beginning with age six, followed by four years at a comprehensive high school. (See Figure 6). The six-three-three plan consists of six years in an elementary school, followed by three years in a junior high school, and concluded by three years at the comprehensive secondary school. (See Figure 7). In the junior high school, pupils follow a prescribed curriculum primarily, but are allowed to make some choices for elective subjects. A comprehensive secondary school contains courses of study for all types of students: academic (college preparatory); vocational and commercial; and general. Technical or vocational secondary schools do exist in the United States; however, they are most frequently found within the educational systems of the larger cities and cannot be said to be characteristic of secondary education in the United States.

Figure 6.

Education in the United States (Eight-Four Plan)

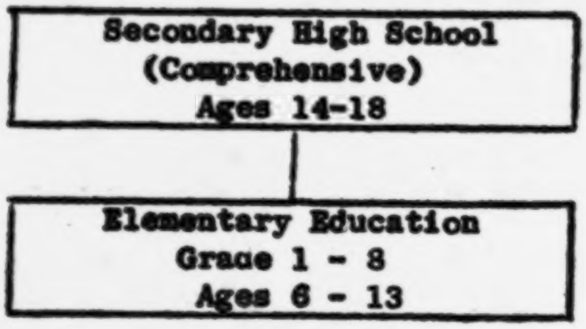
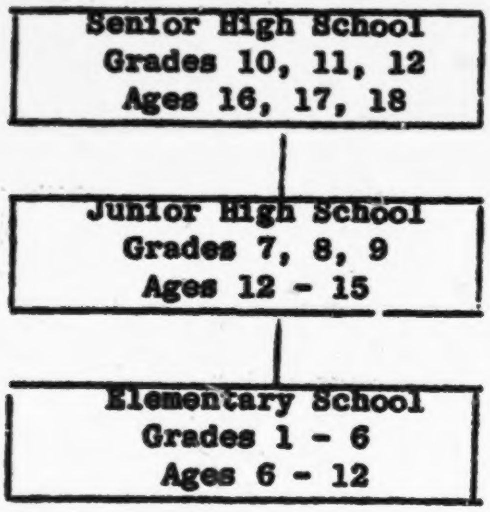

Secondary High School
(Comprehensive)
Ages 14-18
Elementary Education
Grade 1 - 8
Ages 6 - 13

Figure 7.

Education in the United States
(Six-Three-Three Plan)


Senior High School
Grades 10, 11, 12
Ages 16, 17, 18
Junior High School
Grades 7, 8, 9
Ages 12 - 15
Elementary School
Grades 1 - 6
Ages 6 - 12

The broad general administrative structure of education previously described refers to public or tax supported education in the countries concerned. However, the organizational structure for education as indicated in figures seven through nine would, in the main, be equally appropriate for both tax-supported and privately supported educational systems. Perhaps it should also be pointed out that the term "maintained school" in Great Britain is synonomous to the term "public" in the United States. In the

United Kingdom such a school is maintained by the Local Education Authority. "Maintenance" includes salaries of teachers, teaching equipment, heating, lighting, etcetera. "Independent schools" in the British Isles are similar to the private schools of the United States. Such schools are not in receipt of grants from the Ministry of Education or a Local Education Authority.

CHAPTER IV: PROCEDURES FOR THE STUDY

A. ADMINISTRATIVE

This particular project was an outgrowth of the previously-mentioned study (p. 10) comparing the academic achievement of elementary-age pupils in British Isles and the United States and is viewed as related to the current on-going project comparing the academic achievement of secondary school pupils in the British Isles and the United States. As such, channels of communication previously established were utilized to facilitate the administrative initiating of this project. This including informing representatives of the National Foundation for Educational Research in England and Wales, the Scottish Council for Research in Education, and the Council for Educational Research in Northern Ireland.

The National Foundation for Educational Research in England and Wales has a corporate membership of L.E.A.'s (Local Education Authorities) university institutes of education, national associations of teachers, and other educational bodies. Its income is derived from members' subscriptions and a direct grant from the Ministry of Education and Science. The primary object of the Foundation in England and Wales is to conduct research through its own staff working in conjunction with the Ministry of Education and Science and its officers, with Local Education Authorities, and the universities and teachers. It is also designed to act as a liaison body with any international organization for research in education, as an advisory body at the service of the Ministry of Education and Science, and the L.E.A.'s, and as a center for the interchange of ideas concerning educational research. Its work is complementary to that of the universities, and is concerned with both large-scale and highly specialized inquiries. It also develops and publishes educational tests and publishes books and research reports.

The Scottish Council for Research in Education is controlled by a composite body representing the Educational Institute of Scotland, associations of education authorities, teachers and training colleges, and universities and other organizations interested in education. It is financed by a grant from the Scottish Education Department and by contributions from the Educational Institute and the Education Authorities. The Council has conducted investigations and published the results on numerous educational problems, and, in addition to the full research reports, shorter bulletins for the benefit of the practicing teacher are issued.[1]

The Council for Educational Research in Northern Ireland has been recently organized. Its aim is to stimulate research in Education in North Ireland.

Chief administrative offices of the potential participating school systems were contacted and informed of the approval of the project, initiating dates, and detailed plan of operation. Members of the project staff visited these systems to advance the project planning and to coordinate the execution phase of the project. The enthusiastic and generous cooperation and assistance of educational authorities at all levels in both the United States and the British Isles aided greatly in expediting arrangements at this point.

B. COMMUNITY SELECTION

The communities comprising the sample of the study had been tentatively identified. The basic criteria in the community selection was that the community itself, or a significant segment of its population was located in areas identified as economically or culturally disadvantaged. The sample would be comprised of schools representing urban, rural, and semi-rural culturally disadvantaged populations, including communities or areas economically disrupted by the loss, through automation, of their one major industrial source of job opportunity. As a further control, communities in the British Isles and the United States were also matched insofar as possible on the basis of such characteristics as (a) population, (b) industry, (c) government, (d) relationships to other communities, and (e) geography (as suggested in Barker's study, "The Psychological Ecology of Children in Midwest, Kansas, and Yoredale, Yorkshire," and also previously applied by staff members of this project in the study, "A Comparison of The Academic Achievement of Elementary-Age Pupils in Great Britain and the United States." Population categories as suggested by the United States Department of Health, Education, and Welfare Circular, No. 501, June, 1957, were utilized. A minimum of 18 communities, 9 each from the United States and the British Isles, were to be involved. In the United States sample, communities were selected to represent the midwest, west coast, eastern, Appalachian, and southern regions. In the British Isles sample, communities were selected to represent Northern Ireland, Scotland, England, and Wales. In addition, schools in two communities were selected as pilot schools.

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[1] Great Britain, British Information Services, Reference Division, I. D. 606 (Revised), August, 1960, Education in Great Britain: An Outline of the Educational System, p. 37.

A brief description of each of the paired communities follows. Several commonalities will be obvious from these descriptions but wherever necessary other common attributes or pertinent information will be presented.

IRISH AND AMERICAN COMMUNITIES

Belfast, North Ireland, and Milwaukee, Wisconsin

Belfast, North Ireland, the prosperous capital of Northern Ireland, with a population of approximately 453,900, is a modern city located on the Irish Sea. It is the largest city in Northern Ireland and is one of the leading manufacturing centers of the British Isles. One of its leading industries is shipbuilding.

Milwaukee, Wisconsin, located on the west shore of Lake Michigan at the confluence of the Milwaukee, Menominee and Kinnickinnic Rivers is the commercial metropolis of the state. The metropolitan area population is approximately 1,194,290. It is recognized as a brewing center and is also a major grain market and manufacturing center.

Both of these cities are metropolitan centers in their respective geographic area. They are both located on large bodies of water and are major industrial centers.

Newry, Northern Ireland, and Paducah, Kentucky

Newry is an urban district with a population of about 15,000. It is located in the Southwestern part of County Down, Northern Ireland on the Newry River on Newry Canal, 33 miles southwest of Belfast. It produces cattle feed, and is a cotton spinning and weaving center. It also engages in tobacco processing.

Paducah, with a population of 34,500 is an important market for burley and dark tobacco. There are diversified industries including electronics, chemicals, boat and barge builders, and a number of hosiery plants.

While the population of these towns differs, several similarities may be noted. Both towns are located on rivers which affect the industry of the town. Tobacco processing is a major industry in both towns.

Castlewellen, Northern Ireland, and Aeranac, Michigan

Castlewellen is a small rural town located in the Southeastern section of County Down. Since there is no local industry, many people are moving to Belfast where jobs can be found. This area is considered to be the depressed socio-economic section of County Down.

Aeranac, Michigan is a small, rural town located in Northwestern Michigan. Since there is no industry in Aeranac, many people living there commute to the industrial centers of Bay City and Flint for their work in factories. Others living in Aeranac, attempt to make their living as farmers of small plots of land. This is considered to be a "depressed" area.

Both of these towns are small, rural towns without industry to give them life. Consequently, those living in these locations are in the low socio-economic level. A common problem to both towns is that of emigration to industrial centers, thereby decreasing community unity and increasing community problems.

ENGLISH AND AMERICAN COMMUNITIES

Aylesbury, England, and Maumee, Ohio

Aylesbury is an ancient and historical municipal borough of about 27,000. It is the capital of Buckinghamshire County, England, and is located thirty-five miles northwest of London. It is the agricultural market for the upper Thames River Valley with a variety of small dairy products-industry, brewing, rivet manufacturing, light engineering, flour mills and nearby silica-sand quarries.

Maumee, Ohio, is also an historic village located about 10 miles south of the large industrial center of Toledo, Ohio. Maumee, a residential village of about 14,000 is located on the Maumee River. The surrounding area is rich farm land where small produce is grown. Large grain mills are located nearby. In surrounding areas are found numerous quarries.

These old, historic towns have much in common. Both are located near metropolitan centers. Each is a farm center and each has mills and quarries in its area.

Birmingham, England, and Detroit, Michigan

Birmingham, the second-largest city in England, is the center of a vast industrial complex. Its many industries include iron and steel processing; heavy and light engineering; automobile manufacturing; and chemical research and processing. It is also a college and university center. There are many technical colleges and teacher-training colleges available in addition to the University of Birmingham. Because of its job opportunities, Birmingham has a comparatively large influx of immigrants, which creates some racial tension. This tension is confined to specific areas within the city.

Detroit, with a population of 3,840,000, is the world's largest automobile manufacturing city. It is located on the Detroit River, which connects Lake Erie and Lake St. Clair and is a part of the International boundary between the U. S. and Canada. Detroit has many centers of higher education, such as Wayne State University, University of Detroit, and Schoolcraft Junior College, to name just a few.

The cities of Birmingham, England, and Detroit, Michigan, have much in common. Both are industrial centers, each engaging in automobile manufacturing. The industry with its employment opportunities, attracts a wide variety of nationalities and races, therby resulting in tensions. Both serve as educational centers for higher education.

SCOTTISH-AMERICAN COMMUNITIES

Cupar, Scotland, and Oak Park, and River Forest, Illinois

Cupar is an old county town on the River Eden. Its population is 5,495. It is located 45 miles from Edinburgh. Cupar is near the Firth of Tay, which recently has been opened to navigation. The school surveyed in Cupar is a unique one in Scotland. In this school is an example of a fully centralized system of post-primary education, where all pupils, on completing their primary schooling proceed together to one school for the secondary stage, irrespective of the course which they are to follow. From thirty primary schools within a radius of ten miles from Cupar, all the pupils transfer to Bell-Baxter School.

Oak Park and River Forest, Illinois, are upper-income, residential suburbs to Chicago. The population of both communities conbined totals approximately 73,000. The residents of these towns are primarily engaged in professional, executive, and managerial occupations. Six per cent of the residents are high school graduates and twenty per cent are college graduates.

Kirkcaldy, Scotland, and Coos Bay, Oregon

An old industrial and resort town across the Firth of Forth from Edinburgh. Kirkcaldy is noted for the manufacture of linoleum. Raith Tower has a splendid mineralogical collection. It has a population of 52,000.

Coos Bay, a deep-sea fishing haven, is the world's largest lumber shipping port. Dairy herds in the surrounding area provide milk for the production of 1,500,000 pounds of butter and cheddar cheese annually.

Glenrothes, Scotland, and Logan, West Virginia

Glenrothes is a new town with an incoming population that is predominately young. The main industries in Glenrothes are mining and light engineering. No stable population figure is available but the town is expected to increase in size to over 50,000 with further industrial development. Due to the decrease in mining activities, light industry has been encouraged to locate in this area.

Logan, the county seat of Logan County, is located 65 miles southeast of Huntington. It is a coal mining center. Its present population is 4,185 (due to a 20 per cent reduction in its population between 1950 and 1960). This population is a white poplation whichwas native born in West Virginia. The median family income in Logan County is $4,876 and the median education level is 8.0 grades.

The common link between Glenrothes, Scotland, and Logan, West Virginia, is coal mining. In both areas, mining acitivity has decreased, resulting in economic difficulties. Both of these communities represent areas economically disrupted by the loss of their one major industrial source of job opportunity.

WELSH AND AMERICAN COMMUNITIES

Cardiff, South Wales, and Indianapolis, Indiana

Cardiff (population of approximately 244,000) is South Wales' most highly industrialized and cosmopolitan city. As the country's chief seaport, it employs a great number of all the races of mankind as seamen, stevedores, and general dockhands. It has a notable University which consists of a federation of colleges.

Capital of the state, Indianapolis has the advantage of a central state location. The city's extensive trade draws upon the rich territory surrounding it. In the vicinity are large coalfields, deposits of building stone and marble, and one of the richest sections of the corn and wheat belts. Indianapolis is the second-largest corn market in the U. S. and one of the leading grain markets. Large livestock markets and industrial plants produce a variety of items. An educational center, the city is the seat of Butler University, the Medical and Dental Colleges and Extension Division of Indiana University, Purdue Extension Division, Indiana Central College (United Brethren), Marian College (Catholic) and the John Herron Art School. The population according to the 1960 U. S. Census is 476,258.

Both Indianapolis and Cardiff are educational centers. Also, both cities have many varied industries. Coalfields are common to the areas surrounding each of these cities.

C. DATA AND INFORMATION GATHERING PROCEDURES

The specific procedures for the study were as follows. (1) A problems check list through which educational-vocational problems and their relative degree of importance could be determined was submitted to the appropriate school administrators, pupil personnel workers, and randomly selected faculty of the schools under study (see attachment #1). Reliability for this instrument was established prior to project utilization by obtaining a coefficient of equivalence through test and retest procedure using alternate forms, both administered to two non-project samples. Correlation coefficients of .71 and .79 were obtained and deemed satisfactory by the project staff. The alternate form was based on the forced choice technique utilizing triads. (see attachment #2) Validity for the instrument was further established through follow-up interviews. Problems were ranked in descending order of seriousnoss as indicated by the questionnaire responses. In the follow-up interviews, respondants were then asked to discuss their most serious problems. A review of 36 taped interviews indicated individual responses similiar to those indicated on the check lists. It thus appeared that the appropriateness of the instrument for initial problem identification was satisfactory. An alternate form of the project check list, with appropriate semantic changes as suggested by the project's British consultants, was utilized for the British sample.

D. PROCEDURAL TIME TABLE

The procedural time table for the project was as follows:

December, 1965 - Administrative organization for the project.

January, 1966 - "Trial run" of questionnaire and structured interview procedures with non-project schools and the making of revisions and adjustments deemed advisable.

February - June, 1966 - Distribution of questionnaire to participating personnel in the project schools.

- Summarization and analysis of questionnaire responses.

- Conducting of structured interviews and the administering of alternate questionnaire form.

July - December, 1966 - Summarization of findings and distribution to school personnel in non-project secondary schools, also serving disadvantaged areas, for their review and evaluation.

January - May, 1967 - Review and analysis of findings, including the above evaluations, by the project staff and consultants.

June- Sept., 1967 - Preparation, publication, and distribution of final and summary reports.

CHAPTER V

COMPARISONS OF THE COMMON EDUCATIONAL-VOCATIONAL PROBLEMS AND RELATED SOLUTIONS

This chapter presents the results of the study of the cross-cultural comparison of educational-vocational problems of disadvantaged youth, and secondary schools serving these youth in the twenty participating schools in the project sample. Solutions attempted for many of the problems are also reported.

Initially this chapter will present summary tables indicating rank orders of problems listed and checked in the questionnaire and comparisons by respondent categories and within and across countries. Section B reviews the analysis of the results obtained from the triad problem check list (form B). Section C summarizes selected examples of special programs and techniques which educators reported utilizing in their efforts to solve many of these problems especially as they applied to disadvantaged youth. Reactions of a separate sample of British and American educators are also reported.

A. Analysis of the Problem Check List

As may be noted in the questionnaire, appendix A respondents were asked to identify, by checking the most appropriate response, whether a problem was (a) not a problem in their school, (b) was a minor problem, (c) was a problem of some concern, or (d) was a serious problem. These responses were given scaled values of zero, one, two, and three respectively.

Table 1, which follows, presents the scaled summarization of all responses to the listed problems.

TABLE 1.

SCALED RESPONSES AND RANKING OF COMMON EDUCATIONAL-VOCATIONAL PROBLEMS, U.S.A. AND BRITISH ISLES

No.	Problem	Scaled Total U.S.A.	Rank U.S.A.	Scaled Total Br. Isle	Rank Br. Isle
1-	Pupils dropping out of school prior to graduation	89	4	31	13
2-	Pupils failing to work up to or achieve near their capacity	113	1	63	1
3-	Pupils failing to acquire basic reading, writing and reasoning skills	108	2	38	8.5
4-	Lack of pupil interest and motivation in the academic program	85	6	61	2
5-	Failure of pupils to aspire to careers commensurate with their abilities and interests	61	13.5	39	7
6-	Inadequate programs for providing pupil guidance for educational and vocational decision making and adjustments	66	11	31	13
7-	Lack of curriculum offerings appropriate to the vocational needs of many of our students	76	7	22	17
8-	Lack of pupil interest and participation in the schools non-academic activities	51	19.5	48	5
9-	Pupils engaging in undesirable behavior in school	57	17	33	11
10-	Pupils engaging in undesirable or delinquent behavior out of school	93	3	31	13
11-	Lack of financial resources of pupils to meet school expense	74	8	14	19.5
12-	Pupils are handicapped by excessive out-of-school employment	59	16	23	16
13-	Lack of job opportunities for pupils upon graduation	61	13.5	49	4
14-	Lack of appropriate post high school vocational and technical educational opportunities	60	15	7	22
15-	Inadequate, outdated, and/or unattractive school physical facilities in general	50	21	35	10
16-	Inadequate, outdated or lack of appropriate facilities for vocational and technical education	64	12	14	19.5
17-	Inability to attract and hold qualified faculty in general	56	18	24	15
18-	Inability to attract and hold qualified faculty for vocational and technical course offerings	45	22	10	21
19-	Pupil home environment	88	5	52	3
20-	Pupil neighborhood environment	68	9.5	38	8.5
21-	Lack of parental cooperation, understanding, and/or support	68	9.5	41	6
22-	Lack of public cooperation, understanding, or support	51	19.5	16	18

Both the British Isles and the United States respondents indicated their priority problem was "pupils failing to work up to or achieve near their capacity." Other problems of priority concern to educators in the British Isles were lack of pupil interest and motivation in the academic program, pupil home environment and lack of appropriate job opportunities for pupils upon graduation. On the other hand, United States educators were more concerned with pupils failing to acquire basic reading, writing, and reasoning skills, pupils engaging in undesirable or delinquent behavior out of school and pupils dropping out of school prior to graduation. Thus while the primary concern of both British and American educators was identical, some differences in priorities were noted in the ranking of the other problems listed. In this regard a correlation of .37, utilizing the Pearson Product Moment method was obtained.

The small sampling of pupils interviewed indicated that pupils in the United States were most concerned, in order, with (1) lack of appropriate curricular offerings, (2) lack of post high school vocational and technical educational opportunities and (3) lack of job opportunities for pupils upon graduation. British pupils were most concerned with (1) lack of job opportunities, (2) lack of post high school vocational and technical educational opportunities and (3) inadequate programs of pupil guidance.

Table 2 presents a comparison of rankings of seriousness of common educational-vocational problems by administrators, pupil personnel workers, and teachers in the United States. As may be noted, United States school administrators indicated their priority concerns with (1) pupils failing to work up to or achieve near their capacity, (2) pupils failing to acquire basic reading, writing and reasoning skills, and (3) pupils engaging in undesirable or delinquent behavior out of school. Pupil personnel workers were more concerned, however, with environmental influences as reflected in their priority concerns with (1) pupil neighborhood environment and (2) pupil home environment. They next indicated equal concerns for pupils failing to work up to or achieve near their capacity and pupils failing to acquire basic reading, writing and reasoning skills. United States teachers, similar to administrators, indicated their greatest concern with (1) pupils failing to work up to or achieve near their capacity and (2) pupils failing to acquire basic reading, writing and reasoning skills. They also reported great concern over the problems of pupils engaging in undesirable or delinquent behavior out of school and pupil home environment.

Significant correlations were obtained for all categories as follows:

Between administrators and pupil personnel workers	.68
Between administrators and teachers	.69
Between pupil personnel workers and teachers	.76

TABLE 2.

COMPARISON OF RANKINGS OF SERIOUSNESS OF COMMON EDUCATIONAL-VOCATIONAL PROBLEMS BY ADMINISTRATORS, PUPIL PERSONNEL WORKERS, AND TEACHERS - UNITED STATES

No.	Problem	Rankings		
		Admin.	P.P.W.	Teacher
1-	Pupils dropping out of school prior to graduation	4	7	5
2-	Pupils failing to work up to or achieve near their capacity	1	3.5	1
3-	Pupils failing to acquire basic reading, writing and reasoning skills	2	3.5	2
4-	Lack of pupil interest and motivation in the academic program	6.5	9	6
5-	Failure of pupils to aspire to careers commensurate with their abilities and interests	14.5	15	13
6-	Inadequate programs for providing pupil guidance for educational and vocational decision making and adjustments	14.5	11	9
7-	Lack of curriculum offerings appropriate to the vocational needs of many of our students	5	5	10.5
8-	Lack of pupil interest and participation in the schools non-academic activities	17	15	21
9-	Pupils engaging in undesirable behavior in school	14.5	12.5	18.5
10-	Pupils engaging in undesirable or delinquent behavior out of school	3	7	3.5
11-	Lack of financial resources of pupils to meet school expense	11	7	8
12-	Pupils are handicapped by excessive out-of-school employment	6.5	21.5	15.5
13-	Lack of job opportunities for pupils upon graduation	11	15	14
14-	Lack of appropriate post high school vocational and technical educational opportunities	19	17	10.5
15-	Inadequate, outdated, and/or unattractive school physical facilities in general	14.5	21.5	20
16-	Inadequate, outdated or lack of appropriate facilities for vocational and technical education	8.5	10	15.5
17-	Inability to attract and hold qualified faculty in general	22	18.5	18.5
18-	Inability to attract and hold qualified faculty for vocational and technical course offerings	19	18.5	22
19-	Pupil home environment	8.5	2	3.5
20-	Pupil neighborhood environment	11	1	12
21-	Lack of parental cooperation, understanding, and/or support	19	12.5	7
22-	Lack of public cooperation, understanding, or support	21	20	17

Table 3 presents a comparison of rankings of seriousness of common educational-vocational problems by administrators, pupil personnel workers, and teachers of the British Isles. British school administrators identified their greatest concerns with pupils problems of failing to work up to or achieve near their capacity and lack of pupil interest and motivation in the academic program. They also indicated priority concerns with the lack of job opportunities for pupils upon graduation, pupil home environment, and lack of parental cooperation, understanding, and/or support. Personnel workers were most concerned with lack of pupil interest and participation in the schools non-academic activities. Other problems of priority concern to British personnel workers were pupils failing to work up to or achieve near their capacity, lack of pupil interest and motivation in the academic program, inadequate programs for providing pupil guidance for educational and vocational decision making, and pupil home environment. Responding teachers indicated priorities of (1) pupils failing to work up to or achieve near their capacity (2) lack of pupil interest and motivation in the academic program, (3) pupil home environment, and (4) lack of job opportunities for pupils upon graduation.

Rank order correlations between personnel workers and administrators, and personnel workers and teachers were nearly identical being .69 and .68 respectively. Teachers and administrators were in greater agreement as evidenced by a correlation of .89.

TABLE 3.

COMPARISON OF RANKINGS OF SERIOUSNESS OF COMMON EDUCATIONAL-VOCATIONAL PROBLEMS BY ADMINISTRATORS, PUPIL PERSONNEL WORKERS, AND TEACHERS - BRITISH ISLES

		Rankings		
No.	Problem	Admin.	P.P.W.	Teacher
1-	Pupils dropping out of school prior to graduation	13.5	17.5	11
2-	Pupils failing to work up to or achieve near their capacity	1.5	3.5	1
3-	Pupils failing to acquire basic reading, writing, and reasoning skills	7	9	9
4-	Lack of pupil interest and motivation in the academic program	1.5	3.5	2
5-	Failure of pupils to aspire to careers commensurate with their abilities and interests	10	9	6
6-	Inadequate programs for providing pupil guidance for educational and vocational decision making	19.5	3.5	13.5
7-	Lack of curriculum offerings appropriate to the vocational needs of many of our students	17	12.5	17
8-	Lack of pupil interest and participation in the schools non-academic activities	7	1	5
9-	Pupils engaging in undesirable behavior in school	10	15	12
10-	Pupils engaging in undesirable or delinquent behavior out of school	10	17.5	13.5
11-	Lack of financial resources of pupils to meet school expense	17	12.5	20.5
12-	Pupils are handicapped by excessive out-of-school employment	17	20	15
13-	Lack of job opportunities for pupils upon graduation	4	9	4
14-	Lack of appropriate post high school vocational and technical educational opportunities	21.5	20	22
15-	Inadequate, outdated, and/or unattractive school physical facilities in general	12	15	7
16-	Inadequate, outdated or lack of appropriate facilities for vocational and technical education	19.5	22	18
17-	Inability to attract and hold qualified faculty in general	13.5	15	16
18-	Inability to attract and hold qualified faculty for vocational and technical course offerings	21.5	20	19
19-	Pupil home environment	4	3.5	3
20-	Pupil neighborhood environment	7	9	9
21-	Lack of parental cooperation, understanding, and/or support	4	6	9
22-	Lack of public cooperation, understanding, or support	15	9	20.5

Table 4, 5, and 6 compare the seriousness of the problems listed in form A of the questionnaire between British and United States respondents of similar categories, i.e. table 4 - school administrators; table 5 - pupil personnel workers; and table 6 - teachers.

In table 4, United States school administrators were primarily concerned with the problems of (1) pupils failing to work up to or achieve near their capacity, (2) pupils failing to acquire basic reading, writing, and reasoning skills and (3) pupils engaging in undesirable or delinquent behavior out of school, while their British counterparts exhibited equal concern for the two problems of lack of pupil interest and motivation in the academic program and pupils failing to work up to or achieve near their capacity.

In table 5, United States pupil personnel workers ranked the problems of (1) pupil neighborhood environment, (2) pupil home environment, and (3) pupils failing to work up to or achieve near their capacity and pupils failing to acquire basic reading, writing, and reasoning skills as the greatest concerns to them. Personnel workers in the British Isles responded most frequently to the lack of pupil interest and participation in the schools non-academic activities and then ranked of equal concern the problems of pupils failing to work up to or achieve near their capacity, lack of pupil interest and motivation in the academic program, inadequate programs for providing pupil guidance for educational and vocational decision making and adjustments, and pupil home environment.

As noted in table 6, United States teachers were most concerned with (1) pupils failing to work up to or achieve near their capacity, (2) pupils failing to acquire basic reading, writing, and reasoning skills, and (3) pupils engaging in undesirable or delinquent behavior out of school and pupil home environment. The British teachers were also most concerned with pupils failing to work up to or achieve near their capacity. They ranked the problems of lack of pupil interest and motivation in the academic program and pupil home environment as next in order of seriousness.

Correlations of .32 between British and United States administrators, .37 between British and United States pupil personnel workers, and .31 between British and United States teachers,were computed.

TABLE 4.

COMPARISON OF RANKINGS OF SERIOUSNESS OF COMMON EDUCATIONAL-VOCATIONAL PROBLEMS BY SCHOOL ADMINISTRATORS - U.S.A. AND BRITISH ISLES

		Rankings	
No.	Problem	U.S.A. Admin.	Br. Isle Admin.
1-	Pupils dropping out of school prior to graduation	4	13.5
2-	Pupils failing to work up to or achieve near their capacity	1	1.5
3-	Pupils failing to acquire basic reading, writing, and reasoning skills	2	7
4-	Lack of pupil interest and motivation in the academic program	6.5	1.5
5-	Failure of pupils to aspire to careers commensurate with their abilities and interests	14.5	10
6-	Inadequate programs for providing pupil guidance for educational and vocational decision making and adjustments	14.5	19.5
7-	Lack of curriculum offerings appropriate to the vocational needs of many of our students	5	17
8-	Lack of pupil interest and participation in the schools non-academic activities	17	7
9-	Pupils engaging in undesirable behavior in school	14.5	10
10-	Pupils engaging in undesirable or delinquent behavior out of school	3	10
11-	Lack of financial resources of pupils to meet school expense	11	17
12-	Pupils are handicapped by excessive out-of-school employment	6.5	17
13-	Lack of job opportunities for pupils upon graduation	11	4
14-	Lack of appropriate post high school vocational and technical educational opportunities	19	21.5
15-	Inadequate, outdated, and/or unattractive school physical facilities in general	14.5	12
16-	Inadequate, outdated or lack of appropriate facilities for vocational and technical education	8.5	19.5
17-	Inability to attract and hold qualified faculty in general	22	13.5
18-	Inability to attract and hold qualified faculty for vocational and technical course offerings	19	21.5
19-	Pupil home environment	8.5	4
20-	Pupil neighborhood environment	11	7
21-	Lack of parental cooperation, understanding, and/or support	19	4
22-	Lack of public cooperation, understanding, or support	21	15

TABLE 5.

COMPARISON OF RANKINGS OF SERIOUSNESS OF COMMON EDUCATIONAL-VOCATIONAL PROBLEMS BY SCHOOL PUPIL PERSONNEL WORKERS - U.S.A. AND BRITISH ISLES

		Rankings	
No.	Problem	U.S.A. P.P.W.	Br. Isle P.P.W.
1-	Pupils dropping out of school prior to graduation	7	17.5
2-	Pupils failing to work up to or achieve near their capacity	3.5	3.5
3-	Pupils failing to acquire basic reading, writing, and reasoning skills	3.5	9
4-	Lack of pupil interest and motivation in the academic program	9	3.5
5-	Failure of pupils to aspire to careers commensurate with their abilities and interests	15	9
6-	Inadequate programs for providing pupil guidance for educational and vocational decision making and adjustments	11	3.5
7-	Lack of curriculum offerings appropriate to the vocational needs of many of our students	5	12.5
8-	Lack of pupil interest and participation in the schools non-academic activities	15	1
9-	Pupils engaging in undesirable behavior in school	12.5	15
10-	Pupils engaging in undesirable or delinquent behavior out of school	7	17.5
11-	Lack of financial resources of pupils to meet school expense	7	12.5
12-	Pupils are handicapped by excessive out-of-school employment	21.5	20
13-	Lack of job opportunities for pupils upon graduation	15	9
14-	Lack of appropriate post high school vocational and technical educational opportunities	17	20
15-	Inadequate, outdated, and/or unattractive school physical facilities in general	21.5	15
16-	Inadequate, outdated or lack of appropriate facilities for vocational and technical education	10	22
17-	Inability to attract and hold qualified faculty in general	18.5	15
18-	Inability to attract and hold qualified faculty for vocational and technical course offerings	18.5	20
19-	Pupil home environment	2	3.5
20-	Pupil neighborhood environment	1	9
21-	Lack of parental cooperation, understanding, and/or support	12.5	6
22-	Lack of public cooperation, understanding, or support	20	9

TABLE 6.

COMPARISON OF RANKINGS OF SERIOUSNESS OF COMMON EDUCATIONAL-VOCATIONAL PROBLEMS BY SCHOOL TEACHERS - U.S.A. AND BRITISH ISLES

		Rankings	
No.	Problem	U.S.A. Teacher	Br. Isle Teacher
1-	Pupils dropping out of school prior to graduation	5	11
2-	Pupils failing to work up to or achieve near their capacity	1	1
3-	Pupils failing to acquire basic reading, writing, and reasoning skills	2	9
4-	Lack of pupil interest and motivation in the academic program	6	2
5-	Failure of pupils to aspire to careers commensurate with their abilities and interests	13	6
6-	Inadequate programs for providing pupil guidance for educational and vocational decision making and adjustments	9	13.5
7-	Lack of curriculum offerings appropriate to the vocational needs of many of our students	10.5	17
8-	Lack of pupil interest and participation in the schools non-academic activities	21	5
9-	Pupils engaging in undesirable behavior in school	18.5	12
10-	Pupils engaging in undesirable or delinquent behavior out of school	3.5	13.5
11-	Lack of financial resources of pupils to meet school expense	8	20.5
12-	Pupils are handicapped by excessive out-of-school employment	15.5	15
13-	Lack of job opportunities for pupils upon graduation	14	4
14-	Lack of appropriate post high school vocational and technical educational opportunities	10.5	22
15-	Inadequate, outdated, and/or unattractive school physical facilities in general	20	7
16-	Inadequate, outdated or lack of appropriate facilities for vocational and technical education	15.5	18
17-	Inability to attract and hold qualified faculty in general	18.5	16
18-	Inability to attract and hold qualified faculty for vocational and technical course offerings	22	19
19-	Pupil home environment	3.5	3
20-	Pupil neighborhood environment	12	9
21-	Lack of parental cooperation, understanding, and/or support	7	9
22-	Lack of public cooperation, understanding, or support	17	20.5

B. Analysis of the Triad Questionnaire

In the second phase of the analysis the results of the Problem Check List, Form B, were reviewed. In Form B the twenty-two problems were grouped into triads. Within each triad respondents were asked to indicate the "most serious" and "least serious" problem. In the paragraphs which follow the summarized responses of the British and American educators completing this form are reviewed and the results of chi square tests of significance are indicated.

In the first triad the following problems were compared:

(a) pupil dropouts
(b) pupil underachievement
(c) pupil lack of interest in the academic program

Table 7 compares the "most" serious and "least" serious responses by British and United States educators to these problems. Table 8 indicates the results of the chi square computations.

TABLE 7

Comparison of Responses to the Three Problems in Triad 1 by British and United States Educators Relative to "Most" and "Least" Serious

	Most Serious				Least Serious			
Problem	(a)	(b)	(c)	Total	(a)	(b)	(c)	Total
British	5	17	16	38	30	6	2	38
U.S.A.	4	20	2	26	17	2	8	27
Totals	9	37	18	64	47	8	10	65

Both British and United States educators regarded "pupil underachievement" as the "most serious" problem in the triad, although the British respondents regarded "pupil lack of interest in the academic program" as being almost as serious. The "least serious" problem, comparatively, among both national groups was that of "pupil dropouts."

TABLE 8

Contributions to Chi Square* in Comparison of Three Problems in Triad 1 by British and United States Educators Relative to "Most" and "Least" Serious.

	Most Serious				Least Serious			
Problem	(a)	(b)	(c)	Total	(a)	(b)	(c)	Total
British	.02	1.12	2.64		.23	.37	2.53	
U. S. A.	.03	1.64	3.86		.33	.53	3.56	
Totals				9.31				7.55
				$p < .01$				$p < .05$

The significant chi square value, relative to "most serious" problem responses was due to the differential responses to "pupil lack of interest in the academic program." As may be noted in Table 8, respondents in Great Britain checked this significantly more often than would be expected in this distribution and those for the United States responded significantly less frequently than would be expected.

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*Contributions to chi square are the individual cell chi squares, or the disparities between actual and expected values in a bivariate contingency table.

In the "least serious" category, most of the contributions to chi square are also due to the differential responses to "pupil lack of interest in the academic program" inasmuch as respondents in Great Britain checked this as "least serious" less frequently than would be expected from the observed distribution and those from the United States checked it more frequently. This difference was significant at the .05 level.

In summary, responses to Triad 1 clearly indicated a significant difference between British and United States educators relative to "pupil lack of interest in the academic program." Significantly more of the British respondents regarded it as "most serious" and significantly fewer of the British respondents regarded it as "least serious."

In the second triad the following problems were compared:

(a) pupil dropouts
(b) pupil lack of interest in non-academic activities of the school
(c) undesirable pupil behavior in school

The British respondents regarded "pupil lack of interest" as the "most serious" of these problems while American respondents regarded "pupil drop-outs" as "most serious."

The "least serious" problem as regarded by the British respondents was "pupil dropouts," whereas with the United States educators both "pupil dropouts" and "pupil lack of interest in non-academic activities of the school" were equally "least serious." The American respondents indication of "least serious" was a significant inversion of the response pattern to "most serious" problem.

Table 9 compares the "most" and "least serious responses by British and United States educators to these problems. Table 10 indicates relative contributions of various cells to chi square, as well as the total chi square.

TABLE 9

Comparison of Responses to the Three Problems in Triad 2 by British and United States Educators Relative to "Most" and "Least" Serious

	Most Serious				Least Serious			
Problem	(a)	(b)	(c)	Total	(a)	(b)	(c)	Total
British	7	21	10	38	22	3	13	38
U.S.A.	14	6	6	26	9	10	7	26
Totals	21	27	16	64	31	13	20	64

There is a difference in "most serious" responses of British and American educators in this triad. "Pupil dropouts" make the greatest contribution to the chi square, 5.91. "Pupil lack of interest in non-academic activities of the school" make a contribution to chi square of approximately 3.8. Significantly fewer than expected of the British sample responded to "pupil dropouts" as a "most serious" problem.

Relative to "least serious" responses, the difference in response of the two samples is significant at the .05 level. Most of the difference is due to the differential response on "pupil lack of interest" as the "least serious" problem.

TABLE 10

Contributions to Chi Square in Comparison of Three Problems in Triad 2 by British and United States Educators Relative to "Most" and "Least" Serious.

	Most Serious				Least Serious			
Problem	(a)	(b)	(c)	Total	(a)	(b)	(c)	Total
British	2.40	1.54	.03		.70	2.88	.11	
U.S.A.	3.51	2.25	.04		1.03	4.22	.16	
Totals				9.77				9.10
				$p < .01$				$p < .05$

Results are most clear-cut relative to "pupil lack of interest." More than expected of the Great Britain sample regarded it as "most serious," and fewer than expected of the Great Britain sample regarded it as "least serious." In the United States' sample "pupil dropouts" appear as "most serious" more often than expected, and least often as "least serious." One can conclude that the Great Britain sample regards "pupil lack of interest" as most significant, while the United States sample regards "dropouts" as the most important problem in the triad.

In the third triad the following problems were compared:

(a) undesirable pupil behavior in school
(b) undesirable pupil behavior out of school
(c) pupil financial inability

As noted in Table 11 these data revealed that the British and American respondents were in agreement as to "undesirable pupil behavior out of school" being their "most serious" problem.

TABLE 11

Comparison of Responses to the Three Problems in Triad 3 by British and United States Educators Relative to "Most" and "Least" Serious

	Most Serious				Least Serious			
Problem	(a)	(b)	(c)	Total	(a)	(b)	(c)	Total
British	9	19	8	36	17	2	19	38
U.S.A.	7	11	7	25	4	7	15	26
Totals	16	30	15	61	21	9	34	64

British and American respondents regarded "pupil financial inability" as the "least serious" problem; however, the British educators also indicated "undesirable pupil behavior in schools" as a "least serious" problem

TABLE 12

Contributions to Chi Square in Comparison of the Three Problems in Triad 3 by British and United States Educators Relative to "Most" and "Least" Serious

	Most Serious				Least Serious			
Problem	(a)	(b)	(c)	Total	(a)	(b)	(c)	Total
British	.03	.07	.10		1.65	2.09	.07	
U.S.A.	.05	.10	.15		2.40	3.06	.10	
Totals				.50				9.37
				N.S.				p < .01

As may be noted in Table 12 above the chi square test indicated no significant discrepancy between the obtained frequencies and the expected frequencies in the "most serious" problem category. In the "least serious" category, most of the contribution to the chi square is due to the response on the item "undesirable pupil behavior out of school." Respondents in both Great Britain and the United States checked this item as "least serious" less frequently than would be expected from the observed distribution. Chi square for the "least serious" response is significant at the .01 level.

Inthe fourth triad the following problems were compared:

(a) pupils failing to work up to or achieve near their capacity
(b) pupils failing to acquire basic reading, writing, and reasoning skills
(c) pupils failing to aspire to careers commensurate with their abilities and interests.

As may be noted in Table 13 both the British and American respondents regarded "pupils failing to work up to or achieve near their capacity" as the "most serious" problem. However, the American respondents regarded "pupils failing to acquire reading, writing, and reasoning skills" almost as "serious." The British educators regarded this same problem (pupils failing to acquire basic reading, writing, and reasoning skills) as the "least serious" problem. The American respondents on the other hand regarded both "pupils failing to work up to or achieve near their capacity" and "pupils failing to aspire to careers commensurate with their abilities and interests" as the "least serious."

TABLE 13

Comparison of Responses to the Three Problems in Triad 4 by British and United States Educators Relative to "Most" and "Least" Serious.

	Most Serious				Least Serious			
Problem	(a)	(b)	(c)	Total	(a)	(b)	(c)	Total
British	26	3	8	37	3	26	8	37
U.S.A.	15	10	1	26	4	4	18	26
Total	41	13	9	63	7	30	26	63

Table 14 below indicates contributions to chi square of the above indicated problems in triad four. A cumulative chi square of 10.57 and 18.77 was obtained for "most" and "least" categories respectively. In the former category, this was significant at the .01 level and in the latter, at the .001 level.

TABLE 14

Contributions to Chi Square in Comparison of the Three Problems in Triad 4 by British and United States Educators Relative to "Most" and "Least" Serious

	Most Serious				Least Serious			
Problem	(a)	(b)	(c)	Total	(a)	(b)	(c)	Total
British	.15	2.81	1.39		.30	3.98	3.46	
U.S.A.	.22	4.00	1.98		.43	5.67	4.93	
Total				10.55				18.77
				$p < .01$				$p < .001$

In the fifth triad the following problems were compared:

(a) inadequate programs for providing pupil guidance for education and vocational decision-making and adjustment
(b) lack of curriculum offerings appropriate to the vocational needs of many of our pupils
(c) lack of pupil interest and participation in the school's non-academic activities.

As may be noted in Table 15 below, British educators considered "lack of pupil interest and participation in the school's non-academic activities" as the "most serious" problem in the triad, while American educators indicated this as "least serious" to them. Interestingly enough the problem considered "most serious" by American educators, "lack of curriculum offerings appropriate to the vocational needs of pupils," was considered "least serious" by the British respondents.

TABLE 15

Comparison of Responses to the Three Problems in Triad 5 by British and United States Educators Relative to "Most" and "Least" Serious

	Most Serious				Least Serious			
Problem	(a)	(b)	(c)	Total	(a)	(b)	(c)	Total
British	6	9	22	37	11	16	10	37
U.S.A.	7	14	3	24	7	4	13	24
Total	13	23	25	62	18	20	23	61

TABLE 16

Contributions to Chi Square in Comparison of the Three Problems in Triad 5 by British and United States Educators Relative to "Most" and "Least" Serious

	Most Serious				Least Serious			
Problem	(a)	(b)	(c)	Total	(a)	(b)	(c)	Total
British	.49	1.84	2.91		.001	1.23	1.12	
U.S.A.	.77	2.92	4.61		.001	1.90	1.73	
Totals				13.54				5.98
				p < .01				N.S.

"Lack of pupil interest and participation in the school's non-academic program" was assigned the greatest frequency of response in the "most serious" category. The Great Britain group responded to this item more frequently than did the United States group. The difference is significant at the .01 level indicating a differential response on this triad.

The chi square test indicated no significant discrepancy between the obtained frequency and the expected frequency in the "least serious" problem grouping.

In the sixth triad the following problems were considered:

(a) lack of financial resources of pupils to meet school expenses
(b) pupils are handicapped by excessive out-of-school employment
(c) lack of job opportunities upon graduation.

As Table 17 below indicates, the British educators agreed that "lack of job opportunities upon graduation" were "most serious," while their "least serious" response was "lack of financial resources of pupils to meet school expenses."

None of the problems in the triad received a majority of the American responses. As may be noted a nearly even distribution of nine, eight, and seven responses for problems (a), (b), and (c) respectively was recorded.

TABLE 17

Comparison of Responses to the Three Problems in Triad 6 by British and United States Educators Relative to "Most" and "Least" Serious.

	Most Serious				Least Serious			
Problem	(a)	(b)	(c)	Total	(a)	(b)	(c)	Total
British	9	4	24	37	19	10	8	37
U.S.A.	9	8	7	24	7	9	8	24
Total	18	12	31	61	26	19	16	61

TABLE 18

Contributions to Chi Square in Comparison of the Three Problems in Triad 6 by British and United States Educators Relative to "Most" and "Least" Serious

	Most Serious				Least Serious			
Problem	(a)	(b)	(c)	Total	(a)	(b)	(c)	Total
British	.34	1.48	1.44		.66	.20	.30	
U.S.A.	.52	2.28	2.21		1.02	.31	.46	
Total				8.27				2.95
				$p < .02$				N.S.

In Table 18 it may be noted that the greatest frequency of response for the "most serious" problem was assigned to the third problem of the triad, "lack of job opportunities upon graduation." The significant chi square value is due to the differential response to the problem "pupils are handicapped by excessive out-of-school employment." Educators in the United States sample checked this problem significantly more frequently than would be expected in the regular distribution. The chi square test indicated no significant discrepancy between the obtained frequency and the expected frequency in the "least serious" problem category.

In the seventh triad the following problems were compared:

(a) lack of appropriate post-high school vocational and technical education opportunities
(b) inadequate, outdated, and/or unattractive school physical facilities in general
(c) pupil home environment

As may be noted in Table 19 both British and American respondents regarded pupil home environment as the "most serious" problem. The problem regarded "least serious" by the British respondents was "inadequate, outdated, and/or unattractive school physical facilities in general," whereas the American respondents regarded "least serious" the "lack of appropriate post-high school vocational and technical education opportunities."

TABLE 19

Comparison of Responses to the Three Problems in Triad 7 by British and United States Educators Relative to "Most" and "Least" Serious

	Most Serious				Least Serious			
Problem	(a)	(b)	(c)	Total	(a)	(b)	(c)	Total
British	7	6	23	36	12	25	1	38
U.S.A.	6	6	13	25	14	11	0	25
Total	13	12	36	61	26	36	1	63

TABLE 20

Contributions to Chi Square in Comparison of the Three Problems in Triad 7 by British and United States Educators Relative to "Most" and "Least" Serious

	Most Serious				Least Serious			
Problem	(a)	(b)	(c)	Total	(a)	(b)	(c)	Total
British	.09	.21	.08		.87	.50	.26	
U.S.A.	.14	.32	.12		1.31	.76	.40	
Total				.96				4.10
				N.S.				N.S.

In the seventh triad no significant differences in differential responses of the countries were found.

The eighth triad considered the following problems:

(a) pupils failing to acquire basic reading, writing and reasoning skills
(b) inadequate, outdated, or lack of appropriate facilities for vocational and technical education
(c) pupil neighborhood environment

As may be noted in Table 21 the British educators failed to agree significantly on which problem was "most" or "least serious." The American educators did achieve some consensus that "pupils failing to acquire basic reading, writing, and reasoning skills" was the "most serious" problem, and that "inadequate, outdated or lack of appropriate facilities for vocational and technical education" was the "least serious."

TABLE 21

Comparison of Responses to the Three Problems in Triad 8 by British and United States Educators Relative to "Most" and "Least" Serious.

	Most Serious				Least Serious			
Problem	(a)	(b)	(c)	Total	(a)	(b)	(c)	Total
British	14	7	15	36	11	17	10	38
U.S.A.	16	5	4	25	3	14	8	25
Total	30	12	19	61	14	31	18	63

TABLE 22

Contributions to Chi Square in Comparison of the Three Problems in Triad 8 by British and United States Educators Relative to "Most" and "Least" Serious

	Most Serious				Least Serious			
Problem	(a)	(b)	(c)	Total	(a)	(b)	(c)	Total
British	.93	.008	1.09		.77	.15	.07	
U.S.A.	1.41	.012	1.66		1.18	.23	.10	
Total				5.11				2.50
				N.S.				N.S.

As noted in chi square Table 22, there was no significant difference in differential responses between the two samples in triad eight.

In the ninth triad the following problems were considered:

(a) lack of pupil interest and motivation in the academic program
(b) inadequate programs for providing pupil guidance for educational and vocational decision-making and adjustment
(c) inability to attract and hold qualified faculty in general

Table 23 indicates that both the British and American educators considered "lack of pupil interest and motivation in the academic program" as the "most serious" and agreed that "inability to attract and hold qualified faculty in general" was of "least serious" concern.

TABLE 23

Comparison of Responses to the Three Problems in Triad 9 by British and United States Educators Relative to "Most" and "Least" Serious

	Most Serious				Least Serious			
Problem	(a)	(b)	(c)	Total	(a)	(b)	(c)	Total
British	25	5	8	38	3	12	23	38
U.S.A.	18	6	3	27	4	6	16	26
Total	43	11	11	65	7	18	39	64

TABLE 24

Contributions to Chi Square in Comparison of the Three Problems in Triad 9 by British and United States Educators Relative to "Most" and "Least" Serious

	Most Serious				Least Serious			
Problem	(a)	(b)	(c)	Total	(a)	(b)	(c)	Total
British	.001	.32	.38		.32	.16	.001	
U.S.A.	.001	.45	.54		.47	.24	.002	
Totals				1.69				1.19
				N.S.				N.S.

As noted in Table 24 above, there were no significant differences indicated.

Triad ten considered the following problems:

(a) inability to attract and hold qualified faculty
(b) lack of public cooperation, understanding or support
(c) pupils are handicapped by excessive out-of-school employment

As noted in Table 25, the British respondents could not clearly agree on the "most serious" problem confronting them, although item (c) received a plurality of their responses. The Americans were almost evenly divided between "lack of public cooperation, understanding or support" and "pupils are handicapped by excessive out-of-school employment" as being the "most serious" concern.

The "least serious" problem for the British was "inability to attract and hold qualified faculty," while American respondents revealed that "pupils are handicapped by excessive out-of-school employment."

A visual inspection of the triad indicated an inversion of response patterns within the American institutions between the "most" and "least" concern.

TABLE 25

Comparison of Responses to the Three Problems in Triad 10 by British and United States Educators Relative to "Most" and "Least" Serious

	Most Serious				Least Serious			
Problem	(a)	(b)	(c)	Total	(a)	(b)	(c)	Total
British	13	11	14	38	18	9	11	38
U.S.A.	5	10	9	24	9	2	14	25
Total	18	21	23	62	27	11	25	63

TABLE 26

Contributions to Chi Square in Comparison of the Three Problems in Triad 10 by British and United States Educators Relative to "Most" and "Least" Serious

	Most Serious				Least Serious			
Problem	(a)	(b)	(c)	Total	(a)	(b)	(c)	Total
British	.40	.30	.00		.18	.84	1.10	
U.S.A.	.60	.40	.00		.27	1.28	1.68	
Total				1.70				5.35
				N.S.				N.S.

Chi squares were not significant for either the "most serious" or "least serious" categories for the problems listed in triad ten.

The eleventh triad compared the following items:

(a) lack of job opportunities for pupils upon graduation
(b) lack of appropriate post-secondary school vocational and technical educational opportunities
(c) pupils engaging in undesirable or delinquent behavior out of school

Table 27 indicates that the British respondents regarded "lack of job opportunities for pupils upon graduation" as "most serious." Concern was also evidenced for "pupils engaging in undesirable or delinquent behavior out of school." American respondents considered "pupils engaging in undesirable or delinquent behavior out of school" as "most serious."

British respondents regarded "lack of appropriate post secondary school vocational and technical educational opportunities" as their "least serious" problem. American respondents, however, were almost equally divided on all three items in their consideration of "least serious" problem and thus reflected a lack of agreement.

TABLE 27

Comparison of Responses to the Three Problems in Triad 11 by British and United States Educators Relative to "Most" and "Least" Serious

	Most Serious				Least Serious			
Problem	(a)	(b)	(c)	Total	(a)	(b)	(c)	Total
British	21	2	15	38	8	18	12	38
U.S.A.	8	5	13	26	8	9	8	25
Total	29	7	28	64	16	27	20	63

TABLE 28

Contributions to Chi Square in Comparison of the Three Problems in Triad 11 by British and United States Educators Relative to "Most" and "Least" Serious

	Most Serious				Least Serious			
Problem	(a)	(b)	(c)	Total	(a)	(b)	(c)	Total
British	.83	1.12	.16		.28	.18	.00	
U.S.A.	1.21	1.64	.23		.43	.27	.001	
Total				5.19				1.16
				N.S.				N.S.

As Table 28 indicates, the chi squares were not significant for either the "most" or "least" serious categories.

In the twelfth triad the following problems were compared:

(a) lack of parental cooperation, understanding, and/or support
(b) failure of pupils to aspire to careers commensurate with their abilities and interests
(c) lack of curriculum offerings appropriate to the vocational needs of many of our pupils.

As Table 29 indicates, the British respondents were unable to clearly agree on the "most serious" problem in the triad. American respondents considered "lack of curriculum offerings appropriate to the vocational needs of many pupils" as "most serious."

In contrast to their lack of agreement on a "most serious" problem, the British respondents regarded "lack of curriculum offerings appropriate to the vocational needs of many pupils: as the problem "least serious" to them in triad twelve. American respondents considered as "least serious" the problem "failure of pupils to aspire to careers commensurate with their abilities and interests."

TABLE 29

Comparison of Responses to the Three Problems in Triad 12 by British and United States Educators Relative to "Most" and "Least" Serious

	Most Serious				Least Serious			
Problem	(a)	(b)	(c)	Total	(a)	(b)	(c)	Total
British	14	13	10	37	11	10	17	38
U.S.A.	8	4	14	26	7	14	4	25
Total	22	17	24	63	18	24	21	63

TABLE 30

Contributions to Chi Square in Comparison of the Three Problems in Triad 12 by British and United States Educators Relative to "Most" and "Least" Serious

	Most Serious				Least Serious			
Problem	(a)	(b)	(c)	Total	(a)	(b)	(c)	Total
British	.07	.84	1.27		.02	1.38	1.48	
U.S.A.	.098	1.22	1.85		.03	2.10	2.25	
Total				5.35				7.26
				N.S.				$.01 < p < .05$

It was found in the "most serious" category there were no significant differences in differential responses from the two countries.

In the "least serious" category, most of the contribution to the chi square is due to the differential response on "lack of curriculum offerings appropriate to the vocational needs of many of our pupils." Respondents in Great Britain checked this item as "least serious," while in the United States "failure of pupils to aspire to careers commensurate with their abilities and interests" was checked more frequently than expected. The difference was found to be significant at the .05 level.

In the thirteenth triad the following problems were considered:

(a) pupil neighborhood environment
(b) pupil home environment
(c) lack of public cooperation, understanding, or support

Table 31 indicates that the British respondents regarded "pupil home environment" as "most serious." This was in agreement with the responses of American educators. Both British and American respondents regarded "lack of public cooperation, understanding, or support as the "least serious" problem.

TABLE 31

Comparison of Response to the Three Problems in Triad 13 by British and United States Educators Relative to "Most" and "Least" Serious

	Most Serious				Least Serious			
Problem	(a)	(b)	(c)	Total	(a)	(b)	(c)	Total
British	10	23	4	37	8	2	28	38
U.S.A.	4	14	7	25	10	1	15	26
Total	14	37	11	62	18	3	43	64

TABLE 32

Contributions to Chi Square in Comparison of the Three Problems in Triad 13 by British and United States Educators Relative to "Most" and "Least" Serious

	Most Serious				Least Serious			
Problem	(a)	(b)	(c)	Total	(a)	(b)	(c)	Total
British	.29	.02	1.05		.68	.03	.24	
U.S.A.	.44	.032	1.59		.98	.04	.35	
Total				3.42				2.32
				N.S.				N.S.

No significant differences are indicated in the chi square table 32 for either the "most serious" or "least serious" categories.

Within the fourteenth triad the following problems were considered:

(a) inadequate, outdated and/or unattractive school physical facilities in general
(b) inability to attract and hold qualified faculty for vocational and technical course offerings
(c) lack of parental cooperation, understanding, and/or support

In Table 33, it may be noted that the British respondents agreed that "lack of parental cooperation, understanding, and/or support" was the "most serious" concern, while "inadequate, outdated and/or unattractive school physical facilities in general" was regarded as "least serious."

While American educators did not clearly agree as to which of the three problems in the triad was "most serious," they most frequently indicated their concern with "lack of parental cooperation, understanding, and/or support." Similarly, there was no plurality of response to any of the problems as "least serious." In this category the most frequent response was to item (b), "inability to attract and hold qualified faculty for vocational and technical course offerings."

TABLE 33

Comparison of Responses to the Three Problems in Triad 14 by British and United States Educators Relative to "Most" and "Least" Serious

	Most Serious				Least Serious			
Problem	(a)	(b)	(c)	Total	(a)	(b)	(c)	Total
British	8	5	25	38	24	8	6	38
U.S.A.	8	5	11	24	9	12	4	25
Total	16	10	36	62	33	20	10	63

TABLE 34

Contributions to Chi Square in Comparison of the Three Problems in Triad 14 by British and United States Educators Relative to "Most" and "Least" Serious

	Most Serious				Least Serious			
Problem	(a)	(b)	(c)	Total	(a)	(b)	(c)	Total
British	.34	.15	.62		.99	1.26	.001	
U.S.A.	.35	.22	.89		1.45	1.85	.001	
Total				2.57				5.55
				N.S.				N.S.

As may be noted in the chi square Table 34 there were no significant differences for either of the categories.

The fifteenth triad compared the following problems:

- (a) lack of public cooperation, understanding, and/or support
- (b) inadequate, outdated, or lack of appropriate facilities for vocational and technical education
- (c) inability to attract and hold qualified faculty in general

As Table 35 indicates neither the British nor American educators could reach clear agreement upon their "most serious" problem in the triad. British educators most frequently responded to the problem "lack of public cooperation, understanding, and/or support." American educators responded equally to this item and item (b), "inadequate, outdated, or lack of appropriate facilities for vocational and technical education. There was little distinction among the British educators for any of the items in the triad in the "least serious" category. The majority of the American educators indicated that their "least serious" problem in triad fifteen was the "inability to attract and hold qualified faculty in general."

TABLE 35

Comparison of Responses to the Three Problems in Triad 15 by British and United States Educators Relative to "Most" and "Least" Serious

	Most Serious				Least Serious			
Problem	(a)	(b)	(c)	Total	(a)	(b)	(c)	Total
British	17	7	14	38	13	13	12	38
U.S.A.	10	10	3	23	7	4	14	25
Total	27	17	17	61	20	17	26	63

TABLE 36

Contributions to Chi Square in Comparison of the Three Problems in Triad 15 by British and United States Educators Relative to "Most" and "Least" Serious.

	Most Serious				Least Serious			
Problem	(a)	(b)	(c)	Total	(a)	(b)	(c)	Total
British	.06	.95	1.51		.11	.84	.76	
U.S.A.	.09	1.38	2.21		.16	1.22	1.12	
Total				6.21				4.21
				$p < .05$				N.S.

In the fifteenth triad, no significant differences in differential responses between the countries were found in the "least serious."

The following problems were compared in the sixteenth triad:

(a) pupils dropping out of school prior to graduation
(b) pupils failing to work up to or achieve near their capacity
(c) pupils failing to acquire basic reading, writing, and reasoning skills

As may be noted in Table 37, both the British and American educators agreed that the "most serious" problem was "pupils failing to work up to or achieve near their capacity." In the "least serious," category, again, both groups of educators agreed upon "pupils dropping out of school prior to graduation."

TABLE 37

Comparison of Responses to the Three Problems in Triad 16 by British and United States Educators Relative to "Most" and "Least" Serious

	Most Serious				Least Serious			
Problem	(a)	(b)	(c)	Total	(a)	(b)	(c)	Total
British	3	28	7	38	20	4	14	38
U.S.A.	4	16	5	25	17	3	4	24
Total	7	44	12	63	37	7	18	62

TABLE 38

Contributions to Chi Square in Comparison of the Three Problems in Triad 16 by British and United States Educators Relative to "Most" and "Least" Serious

	Most Serious				Least Serious			
Problem	(a)	(b)	(c)	Total	(a)	(b)	(c)	Total
British	.32	.14	.002		.24	.01	.91	
U.S.A.	.47	.18	.003		.37	.02	1.38	
Total				1.12				2.93
				N.S.				N.S.

As Table 38 indicates, the chi squares were not significant for either the "most" or "least" serious categories.

In the seventeenth triad the following problems were considered:

(a) lack of pupil interest and motivation in the academic program
(b) failure of pupils to aspire to careers commensurate with their abilities and interests
(c) inadequate programs for providing pupil guidance for educational and vocational decision-making and adjustment

The data in Table 39 indicates agreement between the American and British respondents as to their "most serious" concern being "lack of pupil interest and motivation in the academic program."

The British educators indicated that both "failure of pupils to aspire to careers commensurate with their abilities and interests" and "inadequate programs for providing pupil guidance for educational and vocational decision-making and adjustment" were of "least" concern to them. The American respondents stated that "failure of pupils to aspire to careers commensurate with their abilities and interest" was of "least concern."

TABLE 39

Comparison of Responses to the Three Problems in Triad 17 by British and United States Educators Relative to "Most" and "Least" Serious.

	Most Serious				Least Serious			
Problem	(a)	(b)	(c)	Total	(a)	(b)	(c)	Total
British	23	9	5	37	3	17	18	38
U.S.A.	14	2	10	26	5	13	8	26
Total	37	11	15	63	8	30	26	64

TABLE 40

Contributions to Chi Square in Comparison of the Three Problems in Triad 17 by British and United States Educators Relative to "Most" and "Least" Serious

	Most Serious				Least Serious			
Problem	(a)	(b)	(c)	Total	(a)	(b)	(c)	Total
British	.05	.93	1.71		.65	.04	.43	
U.S.A.	.07	1.36	2.50		.94	.05	.62	
Total				6.62				2.73
				$p < .05$				N.S.

As Table 40 indicates, the chi square was not significant for the "least serious" category. The significance for the "most serious" category is at the .05 level.

In the eighteenth triad the following problems were considered:

(a) lack of curriculum offerings appropriate to the vocational needs of many of our pupils
(b) lack of pupil interest and participation in the schools non-academic activities
(c) pupils engaging in undesirable behavior in school

The respondents in the British Isles felt that "lack of pupil interest and participation in the schools non-academic activities: was the "most serious" of the triad, while the American respondents indicated that "lack of curriculum offerings appropriate to the vocational needs of many of our pupils" was their "most serious" concern.

In the "least serious" responses, the British educators were split between "lack of curriculum offerings appropriate to the vocational needs of many of our pupils" and "pupils engaging in undesirable behavior in school," whereas the Americans felt that (a) and (b) were their "least serious" concerns.

Results may be noted in Table 41, which follows:

TABLE 41

Comparison of Responses to the Three Problems in Triad 18 by British and United States Educators Relative to "Most" and "Least" Serious

	Most Serious				Least Serious			
Problem	(a)	(b)	(c)	Total	(a)	(b)	(c)	Total
British	12	21	4	37	12	9	17	38
U.S.A.	15	7	4	26	8	11	7	26
Total	27	28	8	63	20	20	24	64

TABLE 42

Contributions to Chi Square in Comparison of the Three Problems in Triad 18 by British and United States Educators Relative to "Most" and "Least" Serious

	Most Serious				Least Serious			
Problem	(a)	(b)	(c)	Total	(a)	(b)	(c)	Total
British	1.01	1.15	.12		.001	.69	.53	
U.S.A.	1.48	1.68	.17		.002	1.02	.78	
Total				5.61				3.02
				N.S.				N.S.

As Table 42 indicates, the chi squares were not significant for either the "most" or "least" serious categories.

In the nineteenth triad the following problems were compared:

(a) pupils engaging in undesirable or delinquent behavior out of school
(b) lack of financial resources of pupils to meet school expenses
(c) pupils are handicapped by excessive out-of-school employment

As Table 43 indicates both British and American respondents were in agreement that the "most serious" problem was "pupils engaging in undesirable or delinquent behavior out of school."

British respondents regarded as "least serious" the problem of "lack of financial resources of pupils to meet school expense." American educators regarded as "least serious" both "lack of financial resources of pupils to meet school expense" and "pupils handicapped by excessive out-of-school employment."

TABLE 43

Comparison of Responses to the Three Problems in Triad 19 by British and United States Educators Relative to "Most" and "Least" Serious

	Most Serious				Least Serious			
Problem	(a)	(b)	(c)	Total	(a)	(b)	(c)	Total
British	20	6	11	37	9	17	12	38
U.S.A.	15	7	4	26	6	10	10	26
Total	35	13	15	63	15	27	22	64

TABLE 44

Contributions to Chi Square in Comparison of the Three Problems in Triad 19 by British and United States Educators Relative to "Most" and "Least" Serious

	Most Serious				Least Serious			
Problem	(a)	(b)	(c)	Total	(a)	(b)	(c)	Total
British	.03	.38	.49		.001	.06	.09	
U.S.A.	.04	.56	.72		.001	.09	.13	
Total				2.22				.37
				N.S.				N.S.

As Table 44 indicates, the chi squares were not significant for either the "most" or "least" serious categories.

In the twentieth triad the following problems were considered:

(a) lack of job opportunities for pupils upon graduation
(b) lack of appropriate post-high school vocational and technical educational opportunities
(c) inadequate, outdated, and/or unattractive school physical facilities in general

As may be noted in Table 45, the American educators could not clearly agree upon either the "most" or "least" serious problem. The British educators stated "lack of job opportunities for pupils upon graduation" as the "most serious" and "inadequate, outdated, and/or unattractive school physical facilities in general" as their "least serious" problem.

TABLE 45

Comparison of Responses to the Three Problems in Triad 20 by British and United States Educators Relative to "Most" and "Least" Serious

	Most Serious				Least Serious			
Problem	(a)	(b)	(c)	Total	(a)	(b)	(c)	Total
British	28	2	8	38	3	26	8	37
U.S.A.	7	8	10	25	4	4	18	26
Total	35	10	18	63	7	30	26	63

In triad twenty, it was found that the British respondents regarded "lack of job opportunities for pupils upon graduation" as the "most serious" problem, while the United States educators were split between the triad choices. The greatest contribution to chi-square in this triad is between the first and second triad choices, 6.18 and 6.43 respectively. The significance is at the .01 level.

TABLE 46

Contributions to Chi Square in Comparison of the Three Problems in Triad 20 by British and United States Educators Relative to "Most" and "Least" Serious

	Most Serious				Least Serious			
Problem	(a)	(b)	(c)	Total	(a)	(b)	(c)	Total
British	2.51	2.61	.68		.30	3.98	3.46	
U.S.A.	3.67	3.82	.98		.43	5.67	4.93	
Total				15.73				18.77
				p < .01				p < .01

The following problems were considered in the twenty-first triad:

(a) inadequate, outdated or lack of appropriate facilities for vocational and technical education
(b) inability to attract and hold qualified faculty in general
(c) inability to attract and hold qualified faculty for vocational and technical course offerings

As may be noted in Table 47, British educators regarded as "most serious" the "inability to attract and hold qualified faculty in general." American educators, on the other hand, regarded as "most serious" "inadequate, outdated or lack of appropriate facilities for vocational and technical education."

British educators regarded as "least serious" "inadequate, outdated, or lack of appropriate facilities for vocational and technical education." Americans were unable to clearly agree on "least serious" problem between items (b) and (c) in the triad.

TABLE 47

Comparison of Responses to the Three Problems in Triad 21 by British and United States Educators Relative to "Most" and "Least" Serious

	Most Serious				Least Serious			
Problem	(a)	(b)	(c)	Total	(a)	(b)	(c)	Total
British	11	17	8	36	15	11	10	36
U.S.A.	14	7	2	23	7	9	9	25
Total	25	24	10	59	22	20	19	61

TABLE 48

Contributions to Chi Square in Comparison of the Three Problems in Triad 21 by British and United States Educators Relative to "Most" and "Least" Serious

	Most Serious				Least Serious			
Problem	(a)	(b)	(c)	Total	(a)	(b)	(c)	Total
British	1.14	.41	.62		.27	.07	.16	
U.S.A.	1.76	.63	.95		.40	.11	.23	
Total				5.51				1.24
				N.S.				N.S.

As Table 48 indicates, the chi squares were not significant for either the "most" or "least" serious categories.

The final triad of Form B (twenty-two) compared the following problems:

(a) pupil home environment
(b) pupil neighborhood environment
(c) lack of parental cooperation, understanding, and/or support

Both the British and American respondents indicated that "pupil home environment" and "lack of parental cooperation, understanding, and/or support" were of "most" concern to them.

The "least serious" concern to both the American and British educators was "pupil neighborhood environment." However, the Americans also stated "lack of parental cooperation, understanding, and/or support." This represented an inversion of the replies between the "most" and "least" concern for the American respondents.

TABLE 49

Comparison of Responses to the Three Problems in Triad 22 by British and United States Educators Relative to "Most" and "Least" Serious

	Most Serious				Least Serious			
Problem	(a)	(b)	(c)	Total	(a)	(b)	(c)	Total
British	16	7	13	36	2	21	14	37
U.S.A.	11	4	10	25	4	10	10	24
Total	27	11	23	61	6	31	24	61

TABLE 50

Contributions to Chi Square in Comparison of the Three Problems in Triad 22 by British and United States Educators Relative to "Most" and "Least" Serious

	Most Serious				Least Serious			
Problem	(a)	(b)	(c)	Total	(a)	(b)	(c)	Total
British	.005	.02	.06		.69	.37	.004	
U.S.A.	.008	.03	.08		1.00	.53	.006	
Total				.20				2.60
				N.S.				N.S.

As Table 50 indicates, the chi squares were not significant for either the "most" or "least" serious categories.

The twenty-two educational-vocational problems common to school youth (and their schools) in disadvantaged areas or cultures were each listed three times in the triads of the alternate form (B) of the problem check list. By assigning values of +1 and -1 to the responses of most serious and least serious respectively, cumulative totals for the three entries were obtained. From these totals rankings from 1 (most serious) to 22 (least serious) were obtained for each of the problems. Table 51, which follows, presents these rankings.

TABLE 51

Triad Forced Choice Rankings of Seriousness of Twenty-Two Problems By British and American Educators

Problem	Ranking United States	 British Isles
1. Dropping out of school	19	22
2. Failing to work to capacity	1	1
3. Failure to acquire basic reading, writing and reasoning	3	18
4. Lack of interest in the academic program	5	3
5. Failure to aspire to appropriate careers	22	11.5
6. Inadequate guidance programs	10.5	17
7. Lack of appropriate curriculum	6	7
8. Lack of interest in school activities	18	5
9. Behavior in school	20	9
10. Behavior out of school	4	6
11. Lack of financial resources	13	19
12. Excessive employment	14	10
13. No job for graduates	10.5	4
14. No post high school-vocational-technical educational opportunities	7	21
15. Outdated or inadequate physical facilities in general	16	20

Table 51 (continued)

Triad Forced Choice Rankings of Seriousness of Twenty-Two Problems By British and American Educators

Problem	Ranking	
	United States	British Isles
16. Outdated or inadequate vocational - technical facilities	8	16
17. Inability to hold a quality faculty	21	13
18. Inability to hold technical faculty	16	11.5
19. Home environment	2	2
20. Neighborhood environment	12	14
21. Lack of parental cooperation	6	8
22. Lack of public understanding and cooperation	9	15

As indicated in Table 51, pupil failure to work up to or achieve near their capacity was again indicated as the most serious problem of both the British and United States educators comprising the project example. Home environment was a mutual secondary concern according to the triad responses. Lack of interest in the academic program and lack of job opportunities upon graduation were other priority concerns of British educators. United States educators indicated their priority concerns with pupils failing to acquire basic reading, writing and reasoning skills and also their out of school behavior.

By comparing the summaries of responses to the questionnaire table 4, 5, and 6 and the triads, table 51, it may be noted that the most serious problems were reported as follows:

Questionnaire (Form A)

British Isles	United States
(1) Pupils failing to work up to or near their capacity	(1) Pupils failing to work up to or near their capacity
(2) Pupil lack of interest in academic program	(2) Pupils failing to acquire basic reading, writing, and reasoning skills.
(3) Pupil home environment	(3) Pupil behavior out of school

Triad (Form B)

(1) Pupils failing to work up to or near their capacity	(1) Pupils failing to work up to or near their capacity
(2) Pupil home environment	(2) Pupil home environment
(3) Pupil lack of interest in the academic program	(3) Pupil failure to acquire basic reading, writing and reasoning skills.
(4) Lack of job opportunities for graduates	(4) Pupil behavior out of school.

As may be noted by examining the tables previously presented in this chapter. The alternating of instruments did not appreciably alter rankings of priority problems. Further a commonality of concern across the two cultures is evidenced in these priority problems, thus indicating support for the hypotheses (page 3) that the disadvantaged English speaking cultures of the British Isles and the United States will have similiar identifiable youth educational-vocational problems.

C. Approached to Common Educational-Vocational Problems

The previously presented data in this chapter was gathered to test the hypothesis that the English speaking cultures of the British Isles and the United States will have similiar identifiable youth educational-vocational problems. In the remainder of this chapter, and related to the second hypothesis of this study, a selection of possible solutions utilized, in efforts to reduce the ill effects or eliminate such problems are described and reactions to their cross-cultural application are summarized. These remedial and preventative programs are related to the identified common educational problems of pupil underachievement, lack of interest, behavioral problems, career development, and pupil environment.

A Special Class for Poorly Motivated Students of Ability

An experimental class for the poorly motivated student of superior ability combined History and Literature. The primary goal of such special classes is to motivate students to become more enthusiastic and effective in school than they have ever been before. All other considerations, including subject matter, are secondary. The two teachers of this class are testing the hypothesis that intelligent students can master subject matter *when* they accept mastery as critical to maintenance of their self-concept.

These students were prompted to leave their world of psychological retreat by a technique which included the use of two teacher-counselors whose ideas differ greatly. In such a setting, students' ideas were drawn into the class situation; perhaps even their own self-concept was tested.

This technique also used the classroom as a social laboratory where student reactions were employed in an attempt to involve other students. In these situations, one of the teachers was always available as an "escape hatch" for any student under too direct psychological involvement. A third technique, drawn from the first two, was to penetrate the student's defenses and make him aware of them.

The class began with a discussion on the "nature of man." This personal-level discussion involved human needs and emotions which were translated into universal truths. Some of the varied authors used in the class were Orwell, Irving, Mencken, Adams, Beard, Lewis, Hofstadter, de Tocqueville, and Stowe. As the class progressed, it appeared to help students know themselves, to recognize in their personal experience the common elements of man's experience--past and present and to generally become more interested in and accepting of the challenges of education.

A Special Scholarship Program

A City Special Scholarship Program was established in an experimental effort to increase college attendance among students from economically, culturally, and educationally marginal segments of the population. The program was concerned with those pupils whose records indicated they have college academic potential but who lack motivation and/or family income to aspire to or plan for college. Included in the program is an effort to direct interests and resources of tax supported schools and colleges to the problems and potentials of these students who must live and develop in disadvantaged circumstances.

School counselors and teachers, as part of their general responsibilities, seek to identify and give early counseling and guidance to pupils eligible for participation in the scholarship program.

Recognizing that the problem of adjustment is greater for special scholarship recipients because of their culturally-deprived backgrounds, a College Readiness Course (an intensive summer program) is offered to help these students acquire and improve their study methods to the level required for successful college work. This summer program offers instruction and practice in the areas of English composition, reading improvement, college adjustment, study skills, and one week of actual college campus experience.

Follow-up evaluations have been encouraging. In the spring of 1966, the first group of students under this program completed four years of college work and 80 percent of the original group were in the 1966 college graduating class.

Continuous Progress Program

Several secondary schools have developed continuous progress programs aimed at enabling low achievement students to prepare for and enter into regular academic classes such as reading and spelling, English, mathematics, and science. These classes, with small enrollment, permit each student to begin work at his own level and advance at his own rate towards regular class placement.

A Junior High School Readiness Program

The junior high is envisioned as a readiness school in which pupils may spend as little as two years or as long as four depending on the academic readiness and motivation of the pupil to succeed in the high school programs. Results seem to indicate that a higher percentage of pupils enter into, achieve satisfactorily and graduate from the high school program.

Sociometric Placement

Pupils were assigned to classes on the bases of sociometric or friendship basis. Such placement usually results unintenionally in a type of homogenous or ability grouping but without the problems which frequently result from planned program of ability grouping. Too, other favorable results in terms of classroom atmosphere, school morale and pupil retention were reported.

Cultural Experience Program

Groups of potential drop-out and delinquency pupils were provided with a series of experience planned to acquaint them with a way of life to which they might aspire. Weekly cultural-recreational field trips, social experiences, and occupational observations were all combined into an intergrated and meaningful program.

Year Round Vocational-Educational Programs

Several schools reported programs that had been developed particularly for pupils in vocational programs which provided continuous year round experiences in both the classroom and on-the-job. During the school year the majority of the pupils time is spent in the classroom with a reversal of emphasis planned for the summer months. However, at all times the pupil will be having some classroom experience and some vocational experience. These programs are flexible enough to provide for varying degrees of emphasis related to individual pupil needs.

Stimulating School Interest

Some schools planned special activities to stimulate pupil interest. These included cultural experiences and tours for groups of disadvantaged students not ordinarily available to pupils in other schools. Giving extra time and attention to working individually with these students and their parents also produced results in some instances in stimulating a higher level of academic achievement. These schools also indicated that despite antiquated physical plants and poor environmental locations, the development of school esprit de corps through concerted faculty effort and example had the effect of stimulating pupil interest and pride.

Summer Motivation Program

A big city school system has initiated an eight-week summer program for selected pupils living in culturally deprived areas. It was designed to increase the motivation and raise the level of aspiration of pupils making normal progress in school. Pupils who would enter 8th or 9th grade in September were invited to apply.

Each program center was staffed by experienced and qualified counselors, teachers, and teacher's aides.

While no school credit was given, many opportunities for exploration beyond their immediate communities were offered these pupils. The program included field trips to industries, colleges, cultural centers, and community areas; outside speakers; group guidance discussions; films and film strips; industrial conferences; individual counseling; readiness for programs explored through self-appraisal; recreational activities with guidance implications: athletics, table games, songfests, showtime, special events; creative activities such as crafts, homemaking, music, drama, and art; parent meetings, conferences, and participation in trips.

A Work-Study Program

Pupils of below average academic achievement were offered a work-study program which consisted of two hours of training-for-work under the guidance of a teacher especially trained in this type of education and two hours (two classes) in vocational subjects with regular students. The two-hour block includes such items as English, mathematics, social studies, and interpersonal relations as each pertains to job success.

When the supervising teacher considers the student capable of rendering a satisfactory service to an employer, he is placed in a supervised job situation. The student is then counseled regarding all phases of his work, as well as personal traits and habits, which will make him a more acceptable employee. When it is felt that the student is able to satisfactorily fill the job he may return to the school for help if and when it is needed.

Slow Learners Program

Teachers were assigned to small groups of 10-20 students grouped by reading ability. These small groups remain relatively stable during the pupils' years in the secondary school. These groups became small, intimate, supportive, and opportunistic in nature. Group work includes exploration of vocational possibilities, introduction to social-avocational-vocational skill activities, and unstructured group guidance sessions. In the final year, the emphasis is on a work-study experience that moves gradually from exploration to part-time supervised employment.

Group Counseling Project

A group of big city secondary schools initiated an experimental program of group counseling for adolescent boys who have serious behavior problems, some of whom had recently returned from correctional institutions. During the past year some 80 pupils in five schools were involved. The pupils participated voluntarily in this rehabilitative project and are selected by the guidance counselors, school social workers, and school psychologists.

The group counseling project is designed to help certain students to ' adapt to reality;' i.e., to adjust to their school environment. Its specific aims are: a) to promote students' behavior that will allow them to remain in school, b) to improve the quality of school participation, and c) to develop a sense of identification with the school. The project provides more intensive counseling than is available in the regular program.

As evaluation of the program in which randomly assigned experimental (received counseling) and control (did not receive counseling) groups were compared, yielded statistically significant differences in school attendance in favor of the experimental group.

Group counseling sessions were held twice weekly and were conducted by the psychologist and guidance counselor. The social worker provided liasion case work. This professional "team," in turn, consulted monthly with a psychiatrist who served both the city's school system and the state's correctional institution. These conferences with the psychiatrist were most helpful in understanding some of the behavior of the boys. Administrators, teachers, and other school personnel were also involved in the project as needs indicate.

Group Counseling for Common Pupil Problems

Another technique reported was the utilization of group counseling procedures to enable small groups of students with a potential or actual problem in common (i.e., school leaving, delinquency, etc.) to discuss their problem and plans for solution. After school meetings of these groups were well attended.

Career Development

Several schools have developed special programs based on the concept of career development as a continuous process. Career-oriented city tours for the pupils ages 12-15, with after-school group discussions and guidance, were planned.

Two types of career-oriented tours were designed: the observation tour in which the group remained on the bus, and the walk-in tour which provided on-the-spot career information. For both tours, preparatory materials, tour information, and follow-up activities were developed. Materials were suggested for each school subject area so that classroom teachers could help students relate their experiences to the occupational implications of each school subject.

The findings, summarized previously in this chapter, were distributed to and/or discussed with school personnel, including educators with experience in disadvantaged environments for their reactions. Forty-two additional teachers, administrators, and pupil personnel workers were involved. Interviews and responses appeared to further verify that the common problems were those related to pupil underachievement, lack of motivation, home and neighborhood environments.

In additions these educators were asked to read and react to brief descriptions of the preventative or remedial programs, described in the immediate preceeding paragraphs. Reactions were recorded on a five point scale in terms of the application potential of these programs.

These personnel were equally representative of small, medium, and large city school systems. Since no appreciable differences were noted between the responses by these size categories, they have been summarized together.

These results, representing 21 U.S.A. and 21 United Kingdom respondents, were plotted as indicated on the reactionairre scale which follows:

TABLE 52

Application Potential of Fourteen Suggested Solutions for Stimulating the Educational-Vocational Development of Disadvantaged Secondary School Youth

		Application potential				
Suggested solution		Excellent potential	Good with some modification	Has some potential	Doubt that it would work locally	No local application potential
1. Special classes for poorly motivated students	U.S.	3	4	7	5	2
	U.K.	2	2	7	4	6
2. Longitudinal small group program for slow learners	U.S.	4	5	9	2	1
	U.K.	1	2	7	6	5
3. Group counseling for pupils with serious behavioral problem	U.S.	3	6	3	4	5
	U.K.	1	2	6	6	6
4. Work-study program	U.S.	6	6	4	3	2
	U.K.	2	12	2	4	1
5. Scholarship motivation programs	U.S.	3	8	5	3	2
	U.K.	2	3	6	4	6
6. Continuous progress program	U.S.	0	4	11	3	3
	U.K.	0	0	7	7	7
7. Summer motivation program	U.S.	5	4	8	2	2
	U.K.	3	9	6	1	2
8. Career development project	U.S.	0	3	15	2	1
	U.K.	0	4	11	2	4
9. Group counseling for common pupil problems	U.S.	5	6	7	3	0
	U.K.	3	4	9	4	1
10. Stimulating school "Espirt de corps"	U.S.	4	7	7	2	1
	U.K.	2	5	8	4	2

Table 52 (cont'd)

		Application potential				
Suggested solution		Excellent potential	Good with some modification	Has some potential	Doubt that it would work locally	No local application potential
11. Junior high school readiness program	U.S.	0	6	6	6	3
	U.K.	0	3	6	8	4
12. Socio-metric	U.S.	2	3	6	5	5
	U.K.	0	3	7	7	4
13. Cultural experience program	U.S.	3	4	6	4	4
	U.K.	5	5	6	3	2
14. Year round voca-tional-educa-tional program	U.S.	3	7	5	3	3
	U.K.	5	4	6	2	4

Table 52 indicates that the majority of United States reactors saw at least some application potential in all the cases they reviewed. A majority of the British reactors felt their was at least some application potential in ten of the fourteen case reviewed. Thus it would appear, as suggested by hypothesis 2 (page 3) that solutions found to these problems in one country or culture may be applicable to any similiarly disadvantaged youth.

CHAPTER VI

SUMMARY, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

A. Summary:

An educational problem of particular importance to the national growth and well-being of both the British Isles and the United States has been the providing of improved educational and vocational training and opportunities for disadvantaged school youth. This study sought to make a contribution to the reduction of this problem by testing the hypotheses that:

(1) The disadvantaged English-speaking cutltures of the British Isles and the United States will have similar identificable youth educational-vocational problems and--

(2) Solutions found to these problems in one country or culture may be applicable to other disadvantaged cultures.

A further objective of this, a pilot study, was to test the feasibility of and possible procedures for, a large scale international study of common educational-vocational problems of disadvantaged youth.

The principle procedures utilized in this study were:

(1) A problems checklist (two forms) through which educational problems and their relative degree of importance could be determined.

(2) Follow-up semi-structured interviews based upon those problems most frequently and with highest priority checked in the checklists.

(3) A review and evaluation of identified or suggested solutions to such problems.

School administrators, teachers, pupil personnel workers, and pupils in twenty schools representing ten United States and ten British Isles communities participated in the investigation.

The summarized results of these procedures indicated that the problem of pupils failing to work up to or achieve near their capacity was viewed as most serious by both British and United States educators. Other problems of high priority concern among both British and American educators were those related to pupil lack of interest in the academic program, pupil home environment, and pupil behavior out of school. Noticeable discrepancies were evident in the comparative concerns of British and United States educators over some problems however. United States educators were more concerned with problems related to school dropouts, pupil failure to acquire basic reading, writing and reasoning skills, and lack of appropriate post-high school vocational, technical, educational opportunities, while British educators were more concerned with problems such as lack of interest in school activities and lack of appropriate jobs for school youth upon leaving or graduating from school.

Fourteen suggested solutions were reviewed by both British and American educators. The majority of the United States reactors saw at least some application potential in all the cases they reviewed, while a majority of the British reactors felt that there was at least some application potential in ten of the fourteen cases reviewed.

Finally, without exception, all participants in the study expressed their belief that continued efforts to identify common educational-vocational problems and their solutions would be of great value to the advancement of educational opportunities for all youth in general and disadvantaged youth in particular in their respective countries.

B. Conclusions, Implications and Recommendations:

In view of the findings as previously described in Chapter VI, the following conclusions are suggested.

1. There are identifiable educational problems that are the common concern of educators in both the British Isles and the United States.
2. Solutions found to common educational-vocational problems of secondary school youth, especially the disadvantaged, in one country or culture may be applicable to other disadvantaged cultures.
3. The problem of greatest single concern to educators in both the United States and the British Isles is the failure of pupils to achieve up to or near their capacity.
4. Other problems of high priority concern to both British and United States educators were those related to (a) pupil lack of interest in the school academic program, (b) pupil home environment, (c) pupil behavior out of school and (d) lack of parental cooperation and understanding.
5. While it may be anticipated that educators in different cultures will have problems in common, it may also be anticipated that noticeable discrepancies in degree of concern over some problems will exist. As may be noted, British and United States educators exhibited contrasting concerns of considerable degree over problems related to (a) school dropouts, (b) failure of pupils

to acquire basic reading, writing and reasoning skills,

(c) lack of interest in the school activity program and

(d) lack of post-high school vocational-technical educational opportunities.

6. Although pupil personnel workers and teachers have the highest degree of agreement, all three categories (pupil personnel workers, teachers, and administrators) were in essential agreement within countries as to the common educational-vocational problems related to their school populations.

7. Pupil priorities may differ from those agreed upon by their teachers and other staff members. For example, the British and United States pupils interviewed evidenced the greatest common concern over lack of appropriate post-high school vocational-technical training opportunities and lack of appropriate job opportunities. In addition, United States pupils expressed concern over inappropriate vocational-technical curricular offerings, while British pupils felt they were often failing to receive appropriate vocational guidance.

8. The continued exchange of viewpoints and techniques for dealing with common educational problems between English-speaking educators offers future promise for reducing the educational wastage resulting from such problems.

In addition, the project staff reports the following conclusions, apart from those related to the data analysis, resulting from the procedures of the project.

1. International studies of even a pilot nature can scarcely be undertaken in less than a three year period of time.
2. The interview is the most meaningful approach to investigate significant educational problems in depth and their potential or practiced solutions.
3. It is essential that those personnel engaged in an international research activity thoroughly familiarize themselves with the educational systems and customs of the participating countries.
4. Cross-cultural studies should include provisions for consultants from all countries involved. Consulting staffs should include "practitioners" as well as research specialists.
5. Provisions such as local and area conferences should be made to expedite the reporting of findings directly to those who may find the results of greatest immediate value.
6. The potential of pupils to contribute to the solution of their own problems, especially in disadvantaged environments, should not be overlooked.

As a result of the findings previously noted in Chapter VI, and the preceding conclusions, the prospects of the following implications are raised.

1. Since there are identifiable common educational problems, should there be some provisions made by the research councils or other appropriate agencies of the various English-speaking countries to enter into joint investigations of these problems?

2. Is there a need for more effective means of earlier identification of pupils who are underachieving and the degree of their underachievement and, further, is there a related need for more personnel trained to work with such pupils on an individual basis?
3. Is there a need for greater curricular flexibility and variety and updatedness of offerings to enable pupil choices commensurate with pupil interests and ability accompanied by adequate guidance programs?
4. Should schools consider the possibility of dormitory-type facilities for students whose removal from an undesirable environment is an essential prerequisite to motivation and achievement in education?
5. Will the gulf between parental cooperation and understanding with the school be further widened with the phasing out of the neighborhood schools in many disadvantaged environments in the United States?
6. Have educators and educator training programs given sufficient attention to the importance of home-school communications and public relations?
7. Should British educators give consideration to the establishment of counselor training programs in their colleges and universities and the development of programs of pupil counseling within their schools?
8. Should United States schools seek to establish closer relations with representatives of the United States Employment Offices

similar to that relationship which exists between British schools and representatives of the Youth Employment Services?

Finally, in view of the project findings and related conclusions and implications, the project staff recommends actions as follows:

1. A large-scale international study of common educational-vocational problems and related solutions should be undertaken.
2. Responsible government agencies and professional organizations should increase their efforts and activities designed to expedite educational exchanges between British and United States educators.
3. Where common educational-vocational problems, especially of disadvantaged youth, have been identified in the British Isles and the United States, outstanding research talent of these countries should be pooled in their areas of specialization to investigate these problems.
4. Longitudinal studies of youth growing up in disadvantaged environments need to be undertaken to accurately identify causative factors in the educational-vocational success or failure of such youth in achieving their potential.
5. More programs of pupil guidance must be developed, in practice as well as conceived of theoretically, which view individual appraisal and guidance as a continuous process, initiated from the time the pupil enters school until graduation or school leaving. Such programs are of no greater importance in any setting than those of the disadvantaged youth.

6. Dormitory facilities, campus schools, summer school camps and other innovations must be provided in many cities and areas if disadvantaged youth are to have an opportunity to overcome the handicap of their environment.
7. Curricular revisions, which include provisions for increased flexibility in course requirements and scheduling must continue.
8. Increased efforts must be made to provide post secondary school vocational-technical training opportunities for greater numbers of disadvantaged youth.
9. Vocational-technical training programs at all levels, including the junior high school, must be expanded, revamped and updated.
10. Comparative studies of vocational and technical education should be undertaken as a technique for improving this area of education in the participating countries.
11. Increased efforts and innovative approaches for promoting parent-school communication, cooperation and understanding should be undertaken, especially in disadvantaged environments. Such efforts should also involve teacher-education programs.
12. In addition to eleven (11) above, in the United States closer relationships need to be established between schools and employment officers. In this regard the possibility of joint appointments of pupil personnel workers for youth employment should be explored.
13. In the British Isles, consideration should be given to the development, at least experimentally, with appropriate

modifications, of pupil guidance and counseling programs, with related programs of counselor training.

14. This particular study should be replicated in 1975.

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APPENDIX A

PROBLEM CHECK LIST

INDIANA UNIVERSITY

Bloomington, Indiana

PROBLEM CHECK LIST

For An Investigation Titled

A Comparison of Techniques for the Solution of Similar Educational-Vocational Problems of Disadvantaged Youth in Great Britain and the United States.

DIRECTIONS:

1. Please fill in the requested identifying data. In the blank opposite "school" give name of the institution, i.e., Stonewall Jackson H.S., Riverview Comprehensive Secondary School.

   In the blank opposite type indicate level and/or other classifications as junior, senior h.s., vocational, technical comprehensive, etc. For school enrollment, give approximate pupil enrollment at the beginning of the current academic year.

   For grade range, indicate lowest and highest levels in your school, for example, 9 through 12; 10 through 12; 7 through 9; etc.

2. Twenty-two specific types of problems are listed. Under each problem, four possible responses are indicated. Place a check (tic) in the blank which is the most appropriate response for indicating if, or the degree to which, the problem is of concern to your school. Check only one response for each item.

   Space for optional comments are available after each item. If a more detailed comment is desired the back of these pages may be used. It is quite possible that certain problems of concern to your school are not listed. Please feel free to add these in the spaces provided on the last page.

NOTE: All individual responses will be kept strictly confidential. Individual schools will not be identified in any instance except by permission of their chief administrative official.

SCHOOL ____________________ TYPE ____________________

ADDRESS ____

SCHOOL ENROLLMENT ____________ GRADE RANGE ____________________

1. Problem--Pupils dropping out of school prior to graduation.

Check One: Not a problem in this school ________
A minor problem ________
A problem of some concern ________
A serious problem ________

Comments: (optional)

2. Problem--Pupils failing to work up to or achieve near their capacity.

Check One: Not a problem in this school ________
A minor problem ________
A problem of some concern ________
A serious problem ________

Comments: (optional)

3. Problem—Pupils failing to acquire basic reading, writing and reasoning skills.

Check one: Not a problem in this school________

A minor problem ________

A problem of some concern ________

A serious problem ________

Comments: (optional)

4. Problem—Lack of pupil interest and motivation in the academic program.

Check one: Not a problem in this school________

A minor problem ________

A problem of some concern ________

A serious problem ________

Comments (optional):

5. Problem—Failure of pupils to aspire to careers commensurate with their abilities and interests.

Check one: Not a problem in this school________

A minor problem ________

A problem of some concern ________

A serious problem ________

Comments (optional):

6. Problem--Inadequate programs for providing pupil guidance for educational and vocational decision making and adjustments.

Check one: Not a problem in this school__________

A minor problem __________

A problem of some concern __________

A serious problem __________

Comments (optional):

7. Problem--Lack of curriculum offerings appropriate to the vocational needs of many of our students.

Check one: Not a problem in this school__________

A minor problem __________

A problem of some concern __________

A serious problem __________

Comments: (optional)

8. Problem--Lack of pupil interest and participation in the schools non-academic activities.

Check one: Not a problem in this school__________

A minor problem __________

A problem of some concern __________

A serious problem __________

Comments (optional):

9. Problem--Pupils engaging in undesirable behavior in school.

Check one: Not a problem in this school________

A minor problem ________

A problem of some concern ________

A serious problem ________

Comments (optional):

10. Problem--Pupils engaging in undesirable or delinquent behavior out of school.

Check one: Not a problem in this school________

A minor problem ________

A problem of some concern ________

A serious problem ________

Comments (optional):

11. Problem--Lack of financial resources of pupils to meet school expense.

Check one: Not a problem in this school________

A minor problem ________

A problem of some concern ________

A serious problem ________

Comments (optional):

12. Problem—Pupils are handicapped by excessive out-of-school employment.

Check one: Not a problem in this school__________

A minor problem __________

A problem of some concern __________

A serious problem __________

Comments (optional):

13. Problem—Lack of job opportunities for pupils upon graduation.

Check one: Not a problem in this school__________

A minor problem __________

A problem of some concern __________

A serious problem __________

Comments (optional):

14. Problem—Lack of appropriate post high school vocational and technical educational opportunities.

Check one: Not a problem in this school__________

A minor problem __________

A problem of some concern __________

A serious problem __________

Comments (optional):

15. Problem—Inadequate, outdated, and/or unattractive school physical facilities in general.

Check one: Not a problem in this school__________

A minor problem __________

A problem of some concern __________

A serious problem __________

Comments (optional):

16. Problem--Inadequate, outdated or lack of appropriate facilities for vocational and technical education.

Check one: Not a problem in this school__________

A minor problem __________

A problem of some concern __________

A serious problem __________

Comments (optional):

17. Problem—Inability to attract and hold qualified faculty in general.

Check one: Not a problem in this school__________

A minor problem __________

A problem of some concern __________

A serious problem __________

Comments (optional):

18. Problem--Inability to attract and hold qualified faculty for vocational and technical course offerings.

Check one: Not a problem in this school__________

A minor problem __________

A problem of some concern __________

A serious problem __________

Comments (optional):

19. Problem--Pupil home environment

Check one: Not a problem in this school__________

A minor problem __________

A problem of some concern __________

A serious problem __________

Comments (optional):

20. Problem--Pupil neighborhood environment.

Check one: Not a problem in this school__________

A minor problem __________

A problem of some concern __________

A serious problem __________

Comments (optional):

21. Problem--Lack of parental cooperation, understanding, and/or support.

Check one: Not a problem in this school ________

A minor problem ________

A problem of some concern ________

A serious problem ________

Comments (optional):

22. Problem--Lack of public cooperation, understanding, or support.

Check one: Not a problem in this school ________

A minor problem ________

A problem of some concern ________

A serious problem ________

Comments (optional):

Other problem areas (please indicate)

23. Problem--. . . . .

Check one: A minor problem ________

A problem of some concern ________

A serious problem ________

Comments (optional):

24. Problem--. . . . .

Check one: A minor problem ________

A problem of some concern ________

A serious problem ________

Comments (optional):

25. Problem--. . . . .

Check one: A minor problem ________

A problem of some concern ________

A serious problem ________

Comments (optional):

26. At the present, what is your most serious problem?

27. In what problem area or areas has your school been most successful?

Position of Person Completing This Questionnaire (Check one).

Administrator ______

Teacher ______

Pupil Personnel Worker ______

APPENDIX B

PROBLEM CHECK LIST (FORM B - TRIADS)

INDIANA UNIVERSITY
Bloomington, Indiana

PROBLEM CHECK LIST (FORM B - TRIADS)

For an Investigation Titled

A Comparison of Techniques for the Solution of Similar Educational-Vocational Problems of Disadvantaged Youth in Great Britain and the United States.

Note: All individual responses will be kept strictly confidential. Individual schools will not be identified except by consent of their chief administrative official.

Directions: 1. Please fill in the requested identifying data. In the blank opposite "school" give name of the institution, i.e., Stonewall Jackson H.S., Riverview Comprehensive Secondary School.

In the blank opposite type indicate level and/or other classifications as junior, senior h.s., vocational, technical, comprehensive, etc. For school enrollment, give approximate pupil enrollment at the beginning of the current academic year.

For grade range, indicate lowest and highest levels in your school, for example 9 through 12, 10 through 12, 7 through 9, etc.

2. A number of educational problems are listed on the following pages. These problems are organized in series of threes. For each of these series, indicate which of the three problems is the most serious and which is the least serious, in your opinion, for your school.

"Most serious" responses are to be checked in the left column and "least serious" in the right column. Even though, in some series, all problems may be serious ones and in some series none may be problems in your school, each series of three must have one, but no more, checked in the most serious column and one, but no more, checked in the least serious column.

SCHOOL____________________ TYPE____________________

ADDRESS____

SCHOOL ENROLLMENT____________________ GRADE RANGE____________________

---

				most serious	least serious
1.	(a)	Pupil dropouts	(a)	______	______
	(b)	Pupil underachievement	(b)	______	______
	(c)	Pupil lack of interest in academic program	(c)	______	______
2.	(a)	Pupil drop outs	(a)	______	______
	(b)	Pupil lack of interest in non-academic activities of the school	(b)	______	______
	(c)	Undesirable pupil behavior in school	(c)	______	______
3.	(a)	Undesirable pupil behavior in school	(a)	______	______
	(b)	Undesirable pupil behavior out of school	(b)	______	______
	(c)	Pupil financial inability	(c)	______	______
4.	(a)	Pupils failing to work up to or achieve near their capacity	(a)	______	______
	(b)	Pupils failing to acquire basic reading, writing, and reasoning skills	(b)	______	______
	(c)	Pupils failing to aspire to careers commensurate with their abilities and interests	(c)	______	______

				most serious	least serious
5.	(a)	Inadequate programs for providing pupil guidance for educational and vocational decision making and adjustment	(a)	______	______
	(b)	Lack of curriculum offerings appropriate to the vocational needs of many of our pupils	(b)	______	______
	(c)	Lack of pupil interest and participation in the schools non-academic activities	(c)	______	______
6.	(a)	Lack of financial resources of pupils to meet school expenses	(a)	______	______
	(b)	Pupils are handicapped by excessive out-of-school employment	(b)	______	______
	(c)	Lack of job opportunities upon graduation	(c)	______	______
7.	(a)	Lack of appropriate post high school vocational and technical education opportunities	(a)	______	______
	(b)	Inadequate, outdated, and/or unattractive school physical facilities in general	(b)	______	______
	(c)	Pupil home environment	(c)	______	______
8.	(a)	Pupils failing to acquire basic reading, writing, and reasoning skills	(a)	______	______
	(b)	Inadequate, outdated, or lack of appropriate facilities for vocational and technical education	(b)	______	______
	(c)	Pupil neighborhood environment	(c)	______	______

				most serious	least serious
9.	(a)	Lack of pupil interest and motivation in the academic program	(a)	______	______
	(b)	Inadequate programs for providing pupil guidance for educational and vocational decision making and adjustment	(b)	______	______
	(c)	Inability to attract and hold qualified faculty in general	(c)	______	______
10.	(a)	Inability to attract and hold qualified faculty	(a)	______	______
	(b)	Lack of public cooperation, understanding, or support	(b)	______	______
	(c)	Pupils are handicapped by excessive out-of-school employment	(c)	______	______
11.	(a)	Lack of job opportunities for pupils upon graduation	(a)	______	______
	(b)	Lack of appropriate post secondary school vocational and technical educational opportunities	(b)	______	______
	(c)	Pupils engaging in undesirable or delinquent behavior out of school	(c)	______	______
12.	(a)	Lack of parental cooperation, understanding, and/or support	(a)	______	______
	(b)	Failure of pupils to aspire to careers commensurate with their abilities and interests	(b)	______	______
	(c)	Lack of curriculum offerings appropriate to the vocational needs of many of our pupils	(c)	______	______

				most serious	least serious
13.	(a)	Pupil neighborhood environment	(a)	______	______
	(b)	Pupil home environment	(b)	______	______
	(c)	Lack of public cooperation, understanding, or support	(c)	______	______
14.	(a)	Inadequate, outdated and/or unattractive school physical facilities in general	(a)	______	______
	(b)	Inability to attract and hold qualified faculty for vocational and technical course offerings	(b)	______	______
	(c)	Lack of parental cooperation, understanding, and/or support	(c)	______	______
15.	(a)	Lack of public cooperation, understanding, and/or support	(a)	______	______
	(b)	Inadequate, outdated, or lack of appropriate facilities for vocational and technical education	(b)	______	______
	(c)	Inability to attract and hold qualified faculty in general	(c)	______	______
16.	(a)	Pupils dropping out of school prior to graduation	(a)	______	______
	(b)	Pupils failing to work up to or achieve near their capacity	(b)	______	______
	(c)	Pupils failing to acquire basic reading, writing and reasoning skills	(c)	______	______

most serious   least serious

17. (a) Lack of pupil interest and motivation in the academic program (a) ______ ______

(b) Failure of pupils to aspire to careers commensurate with their abilities and interests (b) ______ ______

(c) Inadequate programs for providing pupil guidance for educational and vocational decision making and adjustment (c) ______ ______

18. (a) Lack of curriculum offerings appropriate to the vocational needs of many of our pupils (a) ______ ______

(b) Lack of pupil interest and participation in the schools non-academic activities (b) ______ ______

(c) Pupils engaging in undesirable behavior in school (c) ______ ______

19. (a) Pupils engaging in undesirable o or delinquent behavior out of school (a) ______ ______

(b) Lack of financial resources of pupils to meet school expense (b) ______ ______

(c) Pupils are handicapped by excessive out-of-school employment (c) ______ ______

20. (a) Lack of job opportunities for pupils upon graduation (a) ______ ______

(b) Lack of appropriate post high school vocational and technical educational opportunities (b) ______ ______

(c) Inadequate, outdated, and/or unattractive school physical facilities in general (c) ______ ______

				most serious	least serious
21.	(a)	Inadequate, outdated or lack of appropriate facilities for vocational and technical education	(a)	______	______
	(b)	Inability to attract and hold qualified faculty in general	(b)	______	______
	(c)	Inability to attract and hold qualified faculty for vocational and technical course offerings	(c)	______	______
22.	(a)	Pupil home environment	(a)	______	______
	(b)	Pupil neighborhood environment	(b)	______	______
	(c)	Lack of parental cooperation, understanding, and/or support	(c)	______	______

Position of Person Completing This Check List (Check one):

Administrator ________

Teacher ________

Pupil Personnel Worker________

Comments: